ABSTRACT

EDUCATIONAL LEADERSHIP

HAYNES, SARAH KIRKSEY B. A. JACKSONVILLE STATE UNIVERSITY, 1972

M. A. GEORGIA STATE UNIVERSITY, 1979

STUDENT READING PERFORMANCE IN RELATION TO SELECTED CAUSAL VARIABLES AND A TEAMING PROCESS FOR IMPROVING HIGHER ORDER THINKING SKILLS

Advisor: Dr. Trevor Turner

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It was proposed to examine student motivation and teacher expectation for student performance in reading in relation to teachers' perceptions of instructional supervision, planning and preparation, instructional delivery, preservice college preparation, reading endorsement certification, teacher professional development, grade level teaching assignment and parental involvement. The results of a teacher survey indicated that student motivation was correlated with teacher expectation about students' performance on the Georgia Criterion Reference Competency Tests (CRCT), and both were correlated with preservice college training, instructional delivery and parent involvement. Based on the survey results, a treatment was conducted to enhance teachers' capabilities to teach for higher order thinking skills in reading in the second grade of a metropolitan Atlanta elementary school. There was no significant transfer on the CRCT from the treatment.

STUDENT READING PERFORMANCE IN RELATION TO SELECTED CAUSAL VARIABLES AND A TEAMING PROCESS FOR IMPROVING HIGHER ORDER THINKING SKILLS

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SARAH KIRKSEY HAYNES

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CHAPTER I

THE PRPBLEM IN CONTEXT

Purpose of the Study

The National Reading Panel Report (2000) documented the importance of learning to read in the primary grades. The No Child Left Behind Law (NCLB, 2001) was passed by Congress with the expectation that all schools would perform at proficiency level on reading standards for each grade level. The purpose of this study was to identify variation in students' reading performance in a single school and to determine the variables that might significantly influence student achievement in reading in an urban public elementary school in metro Atlanta. Based on the results, the researcher/assistant principal, along with the principal, collaboratively conducted a treatment with the second grade chair and teachers to enhance their capabilities to function as a Grade Achievement Team (GAT) and to work collaboratively in making effective decisions for student achievement in reading. The second grade chair was trained in conducting meetings of the GAT for effective decision-making on the dimensions of the Empowerment Management of Meeting (EMOM) model.

At the meeting of the GAT, the chair utilized the Achievement Lesson Planning System (ALPS) to plan lessons in relation to students' social background and experiences in order to teach and evaluate learning in reading on higher order thinking skills (HOTS). The GAT was also trained in the use of the Observations-Based Interaction Assessment

(OBIA) system to evaluate the GAT on teaching for higher order thinking skills (HOTS) in reading.

The GAT was considered as the most effective level for teachers to plan, teach, and evaluate lessons for feedback purposes in reading for the second grade. It was also considered an effective operational level for the assistant principal/principal to provide supervision. If the GAT were effective, then it might be possible for administrators to conduct professional development on lesson planning, teaching and evaluation at this level. The results of this study might be of interest to superintendents, executive directors, principals, teachers and educational researchers.

Reading Achievement in the School Setting

The problem with student achievement in reading at the urban public school in this study includes results that suggest that reading scores need to improve to meet the state's required level of proficiency. Table 1 reflects the evidence of student achievement on the state mandated Georgia Criterion Reference Competency Tests (GCRCT) for 2004-2005 school year, the 2005-2006 school year and 2006-2007 school year for second grade students.

The percentage of second grade students in school year 2004-2005 who did not meet expected performance standard in reading was 31%. The percentage of second grade students who met expected performance standard was 37%. The percentage of second grade students who exceeded expected performance was 31%. The total percentage of second grade students who met or exceeded expected performance standards in reading was 68%.

Table 1

Georgia Criterion Referenced Competency Test Reading Results: Second Grade for Selected Elementary School

Performance Level	School Year 2006-2007 (N=90)	School Year 2005-2006 (N=100)	School Year 2004-2005 (N=99)
Level 1: Does Not Meet	19% (17)	27% (27)	31% (31)
Level 2: Meets	52% (47)	40% (40)	37% (37)
Level 3: Exceeds	29% (26)	33% (33)	31% (31)

The percentage of second grade students in school year 2005-2006 who did not meet expected performance standard in reading was 27%. The percentage of second grade students who met expected performance standard was 40%. The percentage of second grade students who exceeded expected performance was 33%. The total percentage of second grade students who met or exceeded expected performance standards in reading was 73%.

The percentage of second grade students in school year 2006-2007 who did not meet expected performance standard in reading was 19%. The percentage of second grade students who met expected performance standard was 52%. The percentage of second grade students who exceeded expected performance was 29%. The total percentage of second grade students who met or exceeded expected performance standards in reading was 81%.

Identifying Possible Independent Variables in the School Setting

Student reading achievement in the context of the classroom can be demonstrated by examining the organizational chart of this urban public school within the school system as shown in Figure 1. The school system in this study is structured in a hierarchy (Weber, 1947). The students, located near the base of the tier, are sent to school by parents/guardians from varying socioeconomic and cultural backgrounds. The reading performance of the students in the second grade is directly affected by instruction delivered by the classroom teachers. The second grade classrooms in this school, like classrooms in public schools across America, are comprised of students from wide-ranging backgrounds with varying levels of readiness, interests and learning styles. The challenge to the classroom teacher is to provide effective instruction in mixed-ability classrooms (Tomlinson, 2001).

The next level above students and teachers is the instructional specialist who provides support and resources to classroom teachers. The instructional specialist is under the direct supervision of the assistant principal and the principal, both of whom monitor and supervise the day to day operations of the local school. The assistant principal assists the principal is ensuring that the school is an orderly climate conducive for teaching and learning. The assistant principal is visible throughout the building, especially in classrooms to monitor implementation of the Georgia curriculum. Teacher preparation and teacher delivery could influence student reading performance and the role of the assistant principal is important in the observation process.

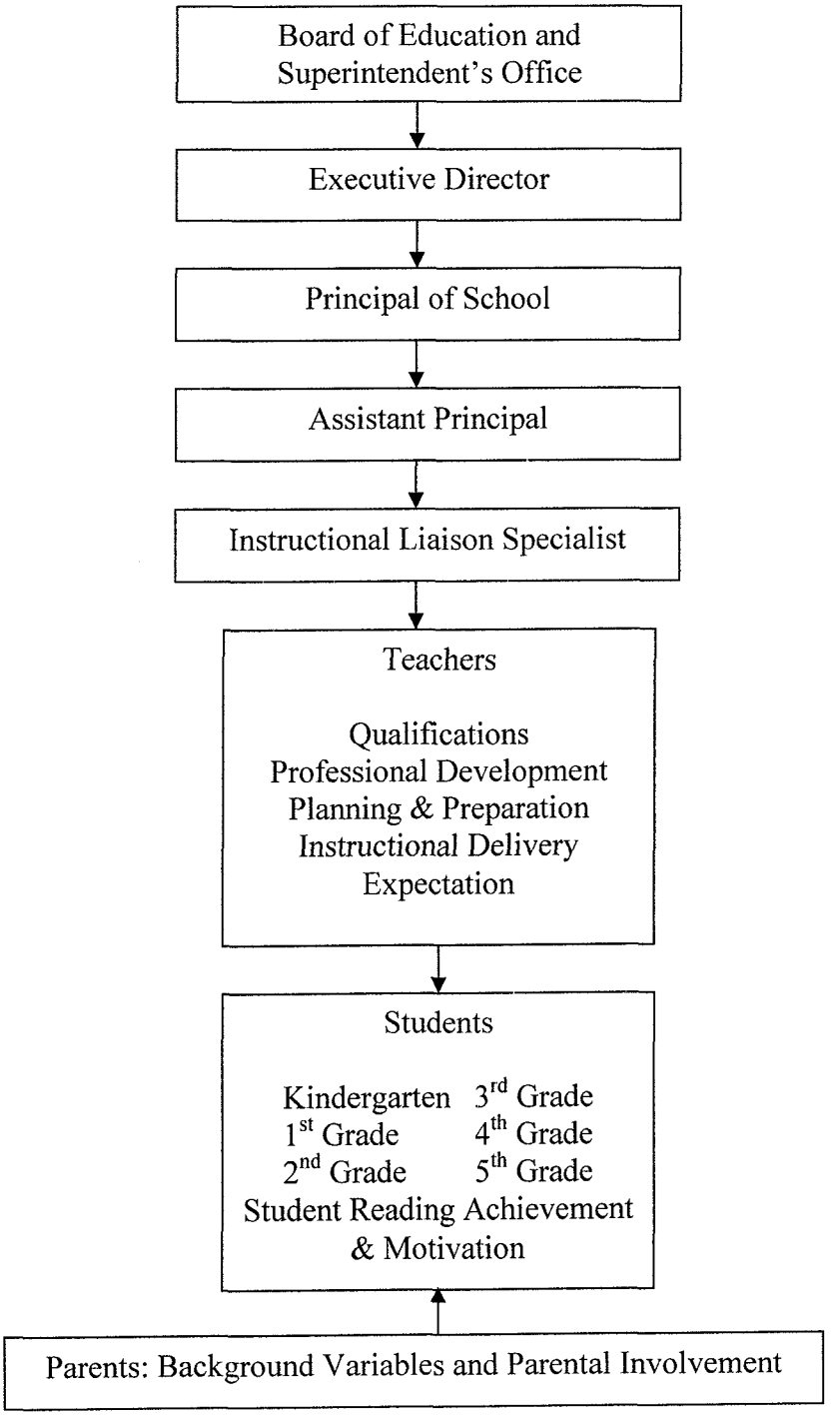

Figure 1. District Organization in Relation to Reading Achievement

The principal holds the highest administrative level in the school building and receives support from the executive director. The executive director also serves on the superintendent's cabinet which communicates policy to the principals under his/her direct supervision. The associate superintendent of curriculum and pedagogy ensures that schools are implementing the Georgia Curriculum and is responsible to the superintendent of schools. The superintendent is accountable to the stakeholders and the Board of Education who is charged with the responsibility for educating the children of this metropolitan urban district. Therefore, these role-players perform activities that are intended to influence reading achievement.

Further analysis of this chart shows that the parents from this school come from varied backgrounds including the majority of the students 85%, on free and reduce lunch status. Research according to Hess and Shipman (1965), found that students from low socioeconomic status also have low verbal skills. As a result, the next level on the organization chart is locus parentis (the teacher as the parent and provider of instruction in the school setting). The teachers will provide lessons using the ALPS to ensure that they a utilizing the students' social experiences in order to connect them to the lessons. Thereafter is the school principal who provides leadership to the organizational setting where the school climate and culture are defined. The principal depends on support to implement the organizational ethos through grade level chairs and assistant principal in the school setting. It should also be noted that the principal reports to the central office for the systems needs to meet state and federal mandates. These mandates are not absent of the need to recognize the context for the social experiences of the learners. The

learners come from homes and communities where social experiences are dominate forces in the lives of the learners. Since there are various backgrounds from which the learners come to the school setting, the parental education, experiences and environmental circumstances influence the social experiences of the learners. The Observation-Based Interaction Assessment (OBIA) instrument by Persaud and Turner (2005) was designed to capture the social experiences of the learner through the teaching and learning experience. It is up to the assistant principal/principal to monitor the ALPS, as well as, visit the classrooms to ensure the OBIA is being used. Professional development should be incorporated into the school's plan (Darling-Hammond, 1999, 2005) to ensure internalization of plan and process by the classroom teachers.

Rosenthal and Jacobson (1968) found that teacher expectations of students of low socio economic status and minority children were contributing to the high rates of failure among these students and the same teachers had higher expectations for middle class children.

Program in Operation to Resolve the Problem of Students' Achievement

The school for this study is located in a large urban school district in the state of Georgia. The current superintendent has served in that capacity for nine years. The superintendent has made monumental changes and improvements during her tenure, including construction of new buildings, renovations of older buildings, and sweeping reform models aimed at improving student achievement (i.e., Project GRAD, Success for All, Move-It-Math, America's Choice, Modern Red Schoolhouse, and Core Knowledge). However, CRCT results for Spring 2007 indicate that in spite of all the reforms and

initiatives, the achievement gap still exists. Achievement gap refers to the expected outcomes versus the actual outcomes. According to the No Child Left Behind Law (NCLB, 2001), 100% of the students are expected to meet the standards.

Teachers in grades K-5 follow the Georgia Performance Standards (GPS) for reading. The whole school reform model in use at this urban school is Modern Red Schoolhouse. A basal text is the main resource for reading instruction and is published by McGraw-Hill. Teachers integrate technology daily into all areas of the curriculum, including reading instruction, utilizing the Promethean Board, Smart board. The Promethean Board works in conjunction with the computer. The lessons are projected on a special white board. The teacher has the option of using lessons from various websites or the teacher may customize each lesson. Net Trekker is an example of a website which allows teachers to bring interactive lessons to the students with the click of the stylus.

In the year 2001, Congress passed the "No Child Left Behind" (NCLB) Law. Heretofore, student success had been measured based on the percentage of students at or above the national norm. However, since NCLB, achievement is measured in terms of 100% of the students meeting the standards. To that end, this study seeks to identify independent variables that might influence student achievement in reading.

Problem Statement

It was proposed to examine the extent to which the school's second grade mean CRCT reading scores, student motivation and teacher expectation would be related to teachers' perception of instructional supervision, teacher planning and preparation, teacher instructional delivery, preservice college preparation, district-sponsored reading

endorsement certification, district-sponsored teacher professional development, grade level teaching assignment and parental involvement.

Significance of the Study

Student achievement in reading for second grade was identified as a problem for this urban elementary school. Nineteen percent of the second graders who took the Georgia CRCT did not meet state standards in reading. The school is responsible for student achievement in reading, therefore, the study focused on variables that fell under the leadership of the school's principal and assistant principal.

CHAPTER II

REVIEW Of THE LITERATURE

This chapter contains a review of literature on the following topics: Higher order thinking skills, teacher planning, preparation and instructional delivery, instructional supervision, student motivation, teacher expectation, teacher qualification and professional development and parental involvement.

Higher Order Thinking Skills (HOTS)

Coleman, King, Ruth, and Stary (2001) reported findings from a program which utilized both critical and creative thinking skills to increase achievement through the use of technology. The study involved fourth grade middle class students from in northern Illinois. The school had documented evidence of the lack of higher order thinking skills: Teacher-made inventories, content area tests and a thinking rubric. Data revealed that student lacked skills related to HOTS, the ability to problem solve and the inability to transfer knowledge to new situations. A review of the school's curricula and instructional strategies revealed that there was an under-emphasis on HOTS. An analysis of the problem and a review of solution strategies resulted in the selection of one intervention: Implementation of a teacher-constructed program with an increased emphasis on higher order thinking processes. The program was web-based and provided the students with unlimited access to information and activities using HOTS of

application, analysis, synthesis and evaluation. Post-intervention data showed an increase in students' use of HOTS. The recommendations by the researchers were to make the project school-wide and make one teacher in-charge of the program.

Barak, Ben-Chaim, and Zoller (2007) conducted a longitudinal case-study examining whether teaching higher order thinking skills enhanced students' critical thinking skills in science education. The researchers used a pre-, post-, and post-post experimental design. High school students were divided into three research groups. The experimental group consisted of 57 science students who were exposed to teaching strategies designed for enhancing higher order thinking skills. Another group consisted of 41 science majors and the final group consisted of 79 non-science majors were taught by traditional methods and served as the control group. The results showed that the experimental group showed significant improvement on critical thinking skills. The findings suggest that if teachers teach higher order thinking skills purposely and persistently there is a good possibility that high school students will develop the capacity for critical thinking.

Instructional Supervision

Snipes, Doolittle, and Herlihy (2002) examined the experiences of three large urban school districts that raised academic performance for their districts as a whole; while also reducing racial differences in achievement. Educational challenges included low achievement, political conflict, inexperienced teachers, low expectations, and lack of instructional coherence. The research involved case studies of these districts and comparisons with other districts that had not yet seen similar improvements. Researchers

conducted site visits to each district, interviews with key district-level focus groups, teachers, and principals as well as document reviews. Results indicated that political and organizational stability over a prolonged period and consensus on educational reform strategies were necessary prerequisites to meaningful change. Districts faced systemic challenges above the individual school level. They lacked clarity regarding instructional standards and had a wide variety of educational strategies and instructional approaches. To achieve instructional coherence, districts adopted or developed their own, reform, relatively prescriptive reading and math curricula for the elementary grades. The districts used data to guide instruction and decision making. Leaders in these districts invested substantial amounts of time, effort, and resources in changing district culture and creating a system-wide consensus for reform.

Bamburg (1990) investigated the relationship of an organization's clear and focused mission and the role of the principal as a strong instructional leader to the academic achievement of students. Focus was on extending educators' understanding of the types of goals selected by instructionally effective schools and activities of principals in schools that were successful in promoting the academic achievement of students. The research, initiated in 1983 and completed in June 1986, used the California Achievement Test, school means on 18 goal statements generated as local school goals, and school mean scores on a questionnaire that assessed staff perceptions of the principal as a strong instructional leader. Of the original 67 schools involved, 32 had sufficient student achievement data to be included in the study. A total of 1,775 students, of which 712 were white and 597 were black, were included. Results of the study indicate that (a)

there must be fundamental changes in the pre-service programs for prospective administrators; (b) candidate administrators must be recruited based on a commitment to the belief that "all children can learn;" (c) in-service programs must be developed by school districts and professional associations that will provide ongoing leadership training and support for practicing administrators; and (d) principals need to recognize the importance of their role as instructional leaders.

Glickman and Gordon (2004) found that there was a need for collegial supervision as opposed to vertical supervision. Collegial supervision would involve teachers more in the evaluative process of reflection and taking ownership for making improvements.

Leithwood (1996) conducted a review of literature and based on their findings concluded that leaders who set clear goals help staff members to also develop an understanding of the organization's goals. With this understanding, the staff members are encouraged to work toward achieving the organization's goals. The study also concluded that instructional leadership is three-dimensional: Defining the school's mission, managing the instructional program and creating a positive learning climate. Successful leaders, according to this study, resist high stakes testing that encourages drill and practice exercises that narrows the curriculum and financial incentives for schools that achieve their targets. The authors suggest that the incentives might erode teachers' intrinsic motivation to teach all the students. In conclusion, the authors of this article report that successful leaders strengthen the school's culture, make modifications in the

organizational structure and build collaborative processes; however, strengthening classroom instruction is primary.

The Best of ERIC on Educational Leadership (1987) reviewed in this publication describes what principals actually do as instructional leaders. The first document reports on eight schools whose principals were viewed as proficient instructional leaders. Although several distinct leadership styles emerged, the ethic of reciprocity characterized schools with the most successful leadership. The second study observed and interviewed five "effective" principals over an eight-week period. Leadership styles varied as principals incorporated instructional objectives into similar daily routines. The third publication stresses the principal as master architect of curricular unity, successfully integrating the written, taught, and tested curricula. The fourth and sixth publication address the multiplicity of principal roles and suggest that principals share their instructional leadership functions with other staff to achieve a more collaborative approach to teaching and learning. The fifth article describes a plan that incorporates classrooms, schools, and entire districts in a leadership strategy. The seventh article recommends that principals partially resume their master teacher roles by becoming teachers of adults. The remaining publications discuss school policies, practices, and norms that challenge students, conceptual frameworks and models for effective instructional leadership, and effective and ineffective principal behaviors.

Teacher Planning, Preparation, and Instructional Delivery

Wenglinsky (2000) explored how improving teachers' classroom practice could improve teacher quality. Data were examined on 7,146 eighth graders who took the 1996

NAPE math assessment and 7,776 eighth graders who took the 1996 NAPE science assessment. Three teacher qualities were measured: teacher inputs (education levels and years of experience); classroom practice (use of small group instruction or hands-on learning); and professional development. Three chapters of his report are devoted to: Proposals to improve teacher quality and what we know about their effectiveness, A portrait of America's teachers and their classroom practices, and Linking aspects of teacher quality to student test scores. Findings were three-fold: Results supported the notion that conveying higher order thinking skills leads to improved student performance, and supported the effectiveness of individualizing instruction to accommodate the differing knowledge and skills which different students bring to the classroom. There were no benefits from working in small groups and the students did not benefit from point-in-time testing.

Shaaban (2006) conducted a study to investigate the effects of the Jigsaw II cooperative (CL) model and whole class instruction in improving learners' reading comprehension, vocabulary acquisition, and motivation to read. Forty-four fifth grade English and foreign language learners participated in the study, and a posttest-only control group experimental design was used. The results did not indicate any statistically significant differences between the control and experimental group on the dependent variables of reading comprehension and vocabulary acquisition. However, the results revealed statistically significant differences in favor of the experimental group on the dependent variable of motivation to read and its dimensions the value of reading, and reading self-concept.

Craig, Butler, Cairo, et al. (2005) conducted a study to identify the common characteristics of high-performing schools in Tennessee, to determine if these features were consistent with what other studies of high-performing schools have reported, and to consider whether any of the identified components had any potential for being used to improve student achievement in low-performing schools. Six schools—two elementary, two middle and two high schools—were selected from a group of schools identified as high-performing based on a set of math and English/Language arts performance indicators. Edvantia's Framework for Transforming Schools into High-Performing Learning Communities was conducted in the six schools. In addition, a battery of surveys was administered to the teachers and administrators. School documents (student handbooks, school newsletters, etc.) were collected during school visits and were reviewed. The researchers found that high-performing schools in Tennessee were characterized by dedicated, hard-working teachers who were implementing curricula described as being aligned with state standards and working within school cultures of high expectations for student and teacher performance. School leaders were described as making teaching and learning the schools' central focus. At these schools, teachers used multiple assessment strategies and used data to make instructional decisions to implement differentiated teaching strategies in order to meet the learning needs of their students. The study indicated that the schools operated in an environment of strong parent interest and community support. Based on the findings, the researchers suggest five things that teachers and administrators in low-performing schools might consider to improve student achievement: (a) Emphasize high expectations for student behavior and learning;

(b) Emphasize high expectations for teachers; (c) work hard; (d) Focus on effective teaching (mentoring, collaboration, meaningful professional development), and the use of data to make instructional decisions as the means by which teachers learn to develop and implement instruction adapted to the learning needs of the students; and (e) involve parents.

Teacher Qualifications and Professional Development

Sato, Wei, and Darling-Hammond (2008) examined the affect the National Board Certification process had on classroom assessment practices in math and science teachers' classrooms. Using a three-year longitudinal comparison group design, evidence of changes in teachers' classroom practices were measured on six dimensions. The National Board candidates started with lower mean scores than the comparison group. By the end of year two, their scores were higher on four dimensions and also had higher scores the third year. The changes were brought about due to the variety of assessments and they way the results were used to support student learning. The comparison group teachers who showed noticeable changes in practice described professional development similar to those supported by the National Board Certification process.

Walsh, Glaser, and Wilcox (2006) in collaboration with the National Council on Teacher Quality (NCTQ), examined what preservice teachers are learning about reading instruction during their formal undergraduate training. The study included a random sample of 72 elementary education programs out of a possible 1,271 higher education institutions that offered elementary education programs. The researchers restricted their analysis to:

1. Any reading course required of students who aspire to teach kindergarten through fifth grade.
2. Required reading courses.

The final sample included 223 required courses. These courses were analyzed to assess the degree to which the five components of effective reading instruction were taught: Phonemic awareness, phonics, fluency, vocabulary and comprehension. The findings are as follows:

- Most education schools are not teaching the science of reading. Only 11 out of 72 institutions were found to actually teach all the components of the science of reading.
- Even courses claiming to provide a "balanced" approach ignore the science of reading. Only 9% of 93 courses devoted lecture time to the science of reading.
- Characteristics such as national accreditation do not increase the likelihood that an education school is more likely than others to teach the science of reading. The NCATE schools fared no better than schools that are not accredited by NCATE.
- Phonics is taught more frequently than any other component of reading instruction, suggesting that ideological resistance to the "Phonics camp" does not fully explain why the science is being ignored.
- Much of current reading instruction is incompatible with the science.
- Teacher educators portray the science of reading instruction as one approach that is no more valid than others.

- Many courses reflect low expectations, with little evidence of college-level work.
- The quality of almost all reading textbooks is poor. Their content included little or no hard science, and in far too many cases they are inaccurate and misleading.
- There is no agreement in the field about what constitutes "Seminal" texts.

There is genuine concern that only one in seven education schools appears to be teaching elementary teacher candidate the science of reading. The researchers make the following recommendations to states, member organizations, the federal government, textbook publishers and education schools:

- States need to develop both strong reading standards and licensing tests based on those standards.
- Education schools that do not teach the science of reading should not be eligible for accreditation.
- Elementary teachers should be required to pass a test in reading to achieve "highly qualified teacher" status.
- Education schools should be eligible to receive title II professional development funds to improve faculty expertise in reading.
- Publishers need to identify experts in the field and hire them to develop and write better reading textbooks.
- Education schools need to build faculty expertise in reading.

Paul, Elder, and Bartell (1997) conducted a study to examine the extent to which the California's teacher preparation programs were preparing candidates for teaching critical thinking skills and problem-solving skills in elementary and secondary schools. The researchers conducted interviews with education and content area faculties in private and public colleges and universities. The results indicated that only a few faculty members had in-depth research on the subject and the majority only had a vague understanding of what critical thinking was and how to teach it. The study did show that faculty members who had had professional development courses in critical thinking could define and give reasonable answers to how they would implement lesson on critical thinking in the classroom.

Darling-Hammond and Baratz-Snowden (2005) reported the findings of the National Academy of Education Committee's research on Teacher Education in an attempt to answer why so many teachers enter the classroom ill-prepared to teacher. This is true of teachers who enter the classroom by traditional college preparation channels and those who enter as career switchers.

The researchers report that the answer lies in the quality of teacher training programs in which pre-service teachers participate. They argue that teacher educators, whether they are university or school-based must construct integrated learning experiences, model the practices they want candidates to adopt, provide clear examples and standards that what good teaching looks like and help candidates perfect their skills.

Frome, Lasater, and Cooney (2005) tested an assumption of the NCLB (2002) that well-qualified teachers deliver high quality instruction. Southern Regional

Education Board's (SREB) database of rural eighth-graders and middle grade teachers was used to answer two questions:

1. What characteristics define well-qualified teachers?
2. What teacher characteristics are related to instruction that improves student achievement?

Findings indicated that four factors were significantly and positively related to student achievement: Motivation and expectations, instructional practices, mentoring/induction experiences and content and pedagogy training. Findings also showed that students' ratings of expectations that teachers had for them were significantly related to students' achievement in reading. The strongest relationship existed between high expectations and higher student test scores.

Questioning and Understanding to Improve Learning and Thinking [QUILT] (Craig & Cairo, 2005) is a professional development program designed to assist teachers in developing and implementing effective questioning skills to facilitate student learning. A pilot study of the effects of QUILT on student achievement was conducted to explore the feasibility of an efficacy study to identify the methodological issue that would have to be addressed in its conduct. Twenty-eight fifth and sixth grade school teachers in a rural school district of Kentucky were trained to implement QUILT as a teaching/learning strategy. The findings showed that the teachers implemented some QUILT questioning behaviors but not others in some of their math instructional lessons and that a well controlled, randomized control is needed to examine the efficacy of QUILT as an

effective instructional technique with emphasis on teacher training, fidelity of implementation, and assessment of student achievement issues.

Teacher Expectations

Rubie-Davies, Hattie, and Hamilton (2006) conducted this study aimed to explore differences in teachers' expectations and judgments of student reading performance for Maori, Pacific Island, Asian and New Zealand European students. A further objective was to compare teacher expectations and judgments with actual student achievement. The participants were 540 students of 21 primary teachers in Auckland schools. Of these students, 261 were New Zealand European, 88 were Maori, 97 were Pacific Islanders, and 94 were Asian.

Methodology: At the beginning of the year, the teachers completed a survey related to their expectations for their students' achievement in reading and, at the end of the year, they judged the reading levels their students had actually achieved. The survey data were compared with running record data.

Results: Teachers' expectations for students in reading were significantly higher than actual achievement for all ethnic groups other than Maori. Maori students' achievement was similar to that of the other groups at the beginning of the year but, by the end of the year, they had made the least gains of all groups.

Conclusion: Sustaining expectation effects are one explanation for Maori students' limited progress. For Pacific Island, Asian, and New Zealand European students, positive self-fulfilling prophecies may be operating. Future research could

investigate the learning opportunities provided to these ethnic groups and the relationship of these to teacher expectations.

Student Motivation

Hussien (1999) conducted a research study in an east Georgia public school system to examine the relationship between motivation to read (dependent variable) and reading achievement in grades kindergarten and third. The study also investigated these independent variables: parental involvement, gender and living locations (rural or urban). Data was collected from the following sources: The Wide Range Achievement Reading Test 3 to measure reading achievement; Parental Survey Questionnaire to gather information about parents' and students' reading behaviors at home; and a Teacher Questionnaire on Students' Motivation to Read was used to gather data on students' reading habits in the classrooms. There was a significant correlation found between students' motivation to read and reading achievement. Findings showed no significant relationship between motivation to read and parental involvement in their child's reading, living location and gender. Findings also revealed that there was no significant difference between boys and girls in reading achievement, reading motivation, and parental involvement in their child's reading. However, there was a significant different between urban and rural students reading motivation. The rural students were found to be more motivated to read than the urban students.

Edmunds and Bauserman (2006) interviewed sixteen students about their reading choices. The students were randomly selected from a pool of 91 fourth-graders in a midsize elementary school. The interviews revealed that children had different degrees

of motivation, following several patterns. Children chose narrative literature for these reasons: (a) the books related to their personal interests, (b) the characteristics of the books appealed to them, and (c) The students were given choices. Expository books were chose for these reasons: (a.) the knowledge gained from books, (b.) the books related to personal interests, and (c) the students were given choices. The main source of book referrals was the school library. Children also reported being motivated to read by family members, teachers, and peers. Receiving books as gifts was frequently mentioned as another source of motivation by allowing self-selection, giving attention to characteristics of books, identifying the personal interests of students, providing access to a variety of books, and actively involving others in sharing books with children.

Guthrie, Hoa, Wigfield, et al. (2006) investigated whether situated interest for a specific book may lead to longer-term intrinsic motivation for general reading. Two schools with 120 third grade students filled out reading logs identifying their reasons for reading their favorite books twice. In addition, students completed general motivation and comprehension measures as a pre-assessment and as a post-assessment. Students who increased in their level of situated interest in an information book over time increased in their general reading motivation from September to December. Also students who decreased in their level of situated extrinsic motivation for reading a narrative book decreased in general extrinsic motivation. It appeared that children's changes in situated motivation predicted their changes in general reading motivation, within an instructional context engagement and motivation in reading.

Parental Involvement

Englund, Luckner, Whaley, and Egeland (2004) examined the relationship among parental behaviors, parental expectations and children's academic achievement. Participants were 187 low-income children and their mothers, studied from birth of the child through third grade. Mothers' quality of instruction prior to school entry had significant direct effects on IQ and indirect effects on achievement in first and third grades. Parental expectations in third grade had significant direct effects on parental involvement in third grade. Children's achievement in first grade had significant direct effects on parental involvement and expectations in third grade. Parental involvement in third grade had a significant direct effect on achievement in third grade. Results suggest that early parenting factors are important for children's academic achievement.

A report by The U.S. Department of Education (2004) on parental involvement as it relates to the No Child Left Behind Act of 2001 (NCLB Act) is based on four principles that provide a frame work through which families, educators, and communities can work together to improve teaching and learning. These principles are: Accountability for results, local control and flexibility, expanded parental choice and effective and successful programs that reflect scientifically based research. The parental involvement provisions stress shared accountability between school choice an supplemental educational services for eligible children in low-performing schools, local development of parental involvement plans with sufficient flexibility to address local needs, and building parents' capacity for using effective practices to improve their own children's academic achievement.

A meta-analysis on the relation of parental involvement to urban elementary school student achievement by Jeynes (2005), examined the relationship between parental involvement and student achievement (0.7 to 0.75). This relationship held for white and minority children, as well as, for boys and girls.

Smith (1998) conducted a study on the *Effects of Home-School Collaboration and Different Forms of Parental Involvement on Reading Achievement*. The independent variables included: Homework involvement, reading together, monitoring of television viewing, volunteering in the school and supporting school activities. Data obtained from surveys given to teachers. Title I students and parents. Dependent data was gathered from the fall and spring ITBS results. Smith's findings did not indicate a significant relationship. However, when specific independent variables were examined, a significant positive relationship between homework involvement and achievement surfaced. A negative relationship was found between the level of parental support and reading achievement; 38.8% of the parents indicated that they would like less demands on them.

Summary

The review of literature suggests that student achievement was influenced by such variables as: (a) school supervision (Snipes, Doolittle, & Herlihy, 2002; Bamburg, 1990; ERIC, 1987; Glickman & Gordon, 2004; Leithwood, 1996); (b) Teacher Planning, Preparation and Instructional Delivery (McBrien & Brandt, 1997; Shaaban, 2006; Craig, Butler, Cairo, et al. 2005); (c) Teacher knowledge, skills qualification and professional development (Craig & Cairo, 2005); (d) Teacher expectation (Rubie-Davies, Hattie, & Hamilton, 2006); (e) Student motivation (Edmunds & Bauserman, 2006; Guthrie, Hoa,

Wigfield, et al. 2006); (f) Parental involvement (Englund, Luckner, Whaley, and Egeland, 2004; U.S. Department of Education, 2004).

CHAPTER III

THEORETICAL FRAMEWORK

It was proposed to examine student motivation and teacher expectation for student performance in reading in relation to teachers' perceptions of instructional supervision, teacher planning and preparation, teacher instructional delivery, pre-service college preparation, district-sponsored reading endorsement certification, district-sponsored teacher professional development, grade level teaching assignment and parental involvement. Based on the results, a treatment was conducted to enhance teachers' capabilities to teach for higher order thinking skills in reading in the second grade of a metro Atlanta elementary school. The variables are outlined in Figure 2.

Definition of Variables

Reading achievement is defined by the second grade mean reading scores as measured by Georgia Criterion Reference Competency Tests (CRCT).

Instructional supervision involves collaboration around lesson planning for reading in terms of student failure and strategies for improvement and is defined as the extent to which administrators: Make the decisions and ask faculty to implement; ask faculty how to improve lesson planning so that weak students achieve at grade level or above; utilize faculty opinions to develop lesson planning steps so that weak students may be able to achieve at grade level or above; ask teachers to identify weak and/or those with low performance on the CRCT; ask teachers to develop instructional strategies to

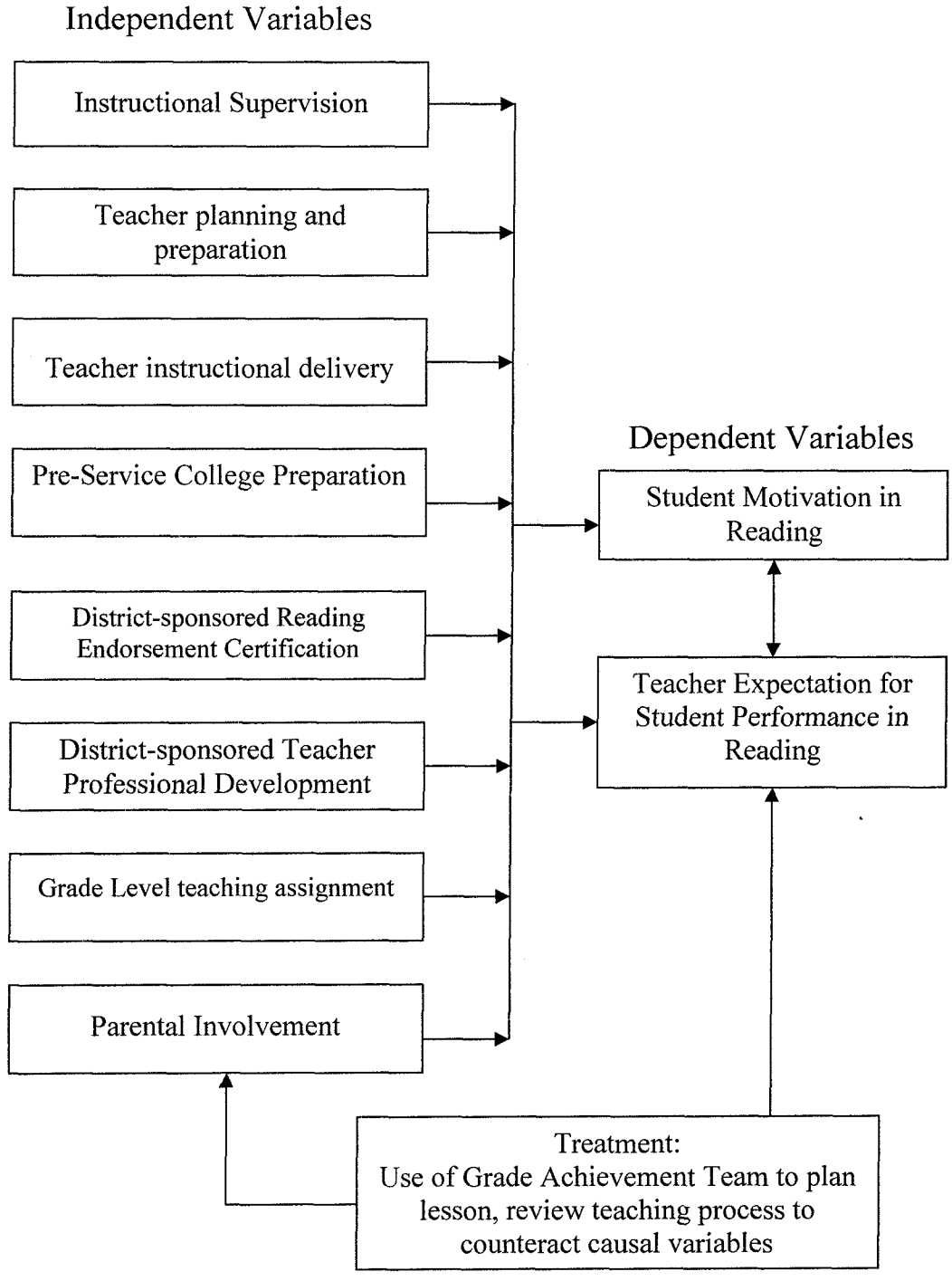

Figure 2: Student Achievement in Reading in Relation to Administrative Supervision, Teacher Characteristics and Other Variables

counteract cause; discuss with teachers how to utilize differentiated instruction to improve student performance; discuss with teachers how to teach weak students to master higher order thinking skills; and discuss with teacher how to develop tests to measure higher order thinking skill (Items 1-10).

District-sponsored teacher professional development is defined as reading workshops/sessions/courses sponsored by the school district (Items 11-14).

Teacher planning and preparation refers to lesson planning for reading and includes the identification of students who performed below grade level; identification of probable causes for student failure, explanation of how the chosen methodology will counteract the causes to improve performance; procedures for differentiating instruction; assessment of student performance; and utilization of assessment results to improve lesson planning (Items 15-20).

Teacher expectations refer to teacher beliefs about the capacity of students in developing higher order thinking skills is defined as the extent to which teacher: Believes that students in level 1 can move to level 2 or above; believes that level 2 students can move to level 3; believes that students in level 3 can maintain their positions; believes that all students can learn; believes that a student's CRCT pre-assessment score (from previous year) is a predictor of performance on the CRCT post-assessment. (Items 21-25).

Teacher instructional delivery is defined as the extent to which teachers: Perceive that weak or level 1 students are responsive to their teaching methods; tend to have personal experiences that are appropriate for teaching higher order thinking skills; can

relate reading strategies to lessons in social studies, science and math; volunteer to answer higher order questions; utilize higher order thinking skills to answer teacher questions; and are motivated to be on task by teacher praise (Items 26-31).

Student motivation involves students staying on-task and seeking assistance when help is needed and is defined as the extent to which weak students remains on task, weak students apply themselves on on-task if given attention, weak students know how to work collaboratively in groups, and weak student tend to become self-motivated, if assisted. (Items 32-35).

Grade level is defined as the grade the teacher is currently teaching (Item 49). *Parental involvement* is defined as the teacher's perception of the extent to which the parent attends parent/teacher conferences for level 1, 2, and 3 students; attend PTA meetings for level 1, 2, and 3 students; provides assistance with homework assignments for level 1, 2, and 3 students (Items 36-44).

Preservice teacher qualifications are defined as the level of teacher certification and actual number of college courses taken in the teaching of reading (Items 51, 52, 54).

Student gender is defined as female, coded 1 or male, coded 2 (Item15 on SDIF).

Teacher gender is defined as female, coded 1 or male, coded 2 (Item 23 on SDIF).

Teaching experience is defined as the total number of years teacher has been teaching (Item 24 on SDIF)

Linkages among the Variables

The Georgia Performance Standards (GPS) comprise the state-mandated curriculum for schools across the state of Georgia. It is presumed by the use of GPS for

test preparation that an alignment between curriculum and the CRCT will be accomplished. In order words- what is taught will be tested. The State Department of Education in Georgia has indicated that during the second year of implemented for reading, the CRCT will be directly align with those GPS.

As viewed by Gettzels and Guba's Model (1957) the organization has to exist to provide service through inputs and outputs. In this proposed study the input groups were second grade students mandated to take the reading CRCT. Hence, their scores are dependent on a delivery system. This delivery process seeks to obtain an outcome. This outcome should improve student achievement as measured by meeting or exceeding performance targets on the CRCT reading test. The influences on the dependent variables maybe measured through the use of school related variables, teacher related variables and the process of treatment by the instructional leader. The instructional leader will utilize selected professional development opportunities in the areas of improved lesson planning, improved instructional strategies, increased higher order thinking skills as measured by teacher performance on the Observation Based Interaction Assessment Instrument (pretreatment results and post treatment results used to map the field of professional development influence on student achievement).

The instructional leader may have the capacity to influence student achievement through the motivation of teachers increased growth as deliveries of Achievement Lesson Planning System (ALPS) (Persaud & Turner 2002), lesson planning and improved motivation towards the use of higher order thinking skills in the teaching and learning delivery system.

Additionally, research-based variables related to student achievement in the literature are used because of the following:

- Student achievement is proposed to be related to instructional leadership because research indicates that teacher satisfaction can lead to willingness to give extra effort.
- Student achievement is proposed to be related to professional development because research shows that it is imperative that teachers continue to learn as students are expected to continue to learn.
- Student achievement is proposed to be related to teacher qualifications because research indicates that teacher qualifications can affect student achievement.

Research Questions

RQ1: What are the variables that would be loaded in the same component with teacher expectation and student motivation?

RQ2: What are the selected independent variables that would be significantly correlated with student motivation and teacher expectation?

RQ3: What are the selected independent variables that would significantly explain teacher expectation for student performance?

RQ4: What are the selected independent variables that would significantly explain student motivation for student performance?

RQ5: Would a treatment that involves planning and teaching for higher order thinking skills counteract the contextual influences of students' performance?

Summary

It was proposed to examine the extent to which the school's second grade mean CRCT reading scores would be related to teachers' perception of supervision of teachers, teacher planning and preparation, teacher instructional delivery, preservice college preparation, district-sponsored reading endorsement certification, district-sponsored teacher professional development, grade level teaching assignment and parental involvement. Getzels and Guba's (1957) Social System Model was used by way of explanation of the role that the principal plays in empowering teachers in the process of improving student achievement.

CHAPTER IV

RESEARCH METHODOLOGY

This chapter contains information relative to the type of research design used, a description of the population, instrumentation, and data collection procedures. The selected school system granted permission to the author of this study to review the student achievement data within the district as the researcher is a school assistant principal. The school system's name is not mentioned to ensure anonymity of the system, school and individual teachers. Benefits to the teachers, school and school system are expected in terms of identifying strategies that might positively impact student achievement. The second grade teachers were informed that they could withdraw from the study at any time. There were 43 teachers who responded voluntarily to the teacher questionnaire.

Research Design

A Co-Relational design was utilized in this study, since the population was not randomly selected. According to Tuckman (1999), "A co-relational study is when a researcher collects two or more sets of data from a group of subjects for analysis that attempts to determine the relationship between them" (p. 181). In this design, students' performances in reading in the second grade were correlated with possible explanations for student performance outcomes. In addition a treatment was conducted with a single

group and selected alternative data on teacher opinions and students' characteristics data were collected for correlation analyses with student performance data.

Population and Sample

The study was conducted in an inner city elementary school in metropolitan Atlanta. The school opened in August, 200l. The school served 531 students with approximately 85% qualifying for free and reduced meal status, which designated the school as school-wide Title I. The school population consists of 86% African-American; nine (9%) Hispanic; four (4%) Caucasian; and one (1%) Other. The School's Comprehensive Reform Model was Modern Red Schoolhouse. The school has made Adequate Yearly Progress (AYP) every year since opening.

The teacher survey was administered to 48 teachers at this urban pre-kindergarten through fifth grade (P5) school. Forty-three of the teachers returned their surveys. There were five second grade teachers at this school. The second grade team and their ninety students were selected for the sample. Each of the five self-contained second classrooms had similar student demographics. Tables 2 and 3 contain GCRCT results for school year 2006-07. The tables show that approximately 81% or 73 students were successful in passing the test for the academic year, but 19% or 17 students did not meet the standards in reading.

The theoretical framework proposes the administration of a questionnaire to determine teacher perceptions of the causal variables of student performance in reading, as well as, a treatment conducted on all five second grade classes in reading in the same school environment. Specifically, the assistant principal, as the researcher, administered a

Table 2

Demographics of Second Grade Students (N = 90)

Class	Enrollment	Numbers of Girls	Number of Boys	Free Lunch Status	Pay/Reduced Lunch Status
02-01	17	12	5	13	4
02-02	19	11	8	11	8
02-03	19	9	10	18	1
02-04	17	6	11	14	3
02-05	18	9	9	9	9

Table 3

GCRCT Spring 2007

Grade Level	Level 1	Level 2	Level 3
Second	19% (17)	52% (47)	29% (26)

questionnaire to determine the causal variables as perceived by teachers for student performance. A treatment was conducted by the researcher/assistant principal to counteract the causal variables so as to impact student performance. The state mandated curriculum in reading for second grade in 2006-2007 school year was the Georgia Performance Standards (GPS) which was first implemented and assessed in the school year 2005-2006.

Data Collection

Each teacher was given a consent form to participate in this study. Teachers were reminded that research participation was strictly voluntary and free of any penalties. The

researcher had the literacy coach give out the survey in her purposeful absence so researcher would not know which teachers were present to complete the survey if they choose to participate or declined. Teachers were given surveys that extract their perception of their principal as related to culture/climate of the school, curriculum and instruction and assessment and overall support of the instructional program as well as other related variables.

Data were collected from teachers via teacher surveys and observations. Additionally, assessment data were collected via Georgia Criterion Reference Competency Test (GCRCT) data and student questionnaire filled out by their teachers.

Method of Analyzing Data

Following the quantitative analysis of third grade data from Spring 2008 GCRCT, grade level teacher surveys and student data interview form was concluded and summarized. Recommendations were made based upon research findings in the study. The research questions asked about relationships were tested using the Cronbach Alpha Reliability. Other research questions were tested using the Pearson Correlation, t-test for differences and ANOVA. Surveys and observations of teachers were tallied and analyzed to triangulate teachers' effectiveness and student achievement relative to nurturing or non-nurturing principals.

Instrument

The teacher questionnaire, found in Appendix A, was constructed to measure the components of the theoretical framework. The teacher questionnaire consisted of 48 items with a five point ordinal scale. The questionnaire also contained eight teacher

demographic items. Each dimension was defined, and items were constructed to match each dimension. The results on the perception variables are indicated in Table 4. The Cronbach Alpha varies for 8 variables in a range of .845 to .918, indicating high reliability. The instrument, Observation-Based Interaction Assessment (OBIA), measuring higher order thinking skills has a reliability of .7298. Both instruments were considered valid and ready for further analyses using SPSS programs on correlation, factor analysis and regression.

Table 4

Validity and Reliability of Scaled Perceptions Variables by Cronbach Alpha Reliability

	Scale and items	Cronbach Alpha (N =43)
1.	Instructional Supervision style (Instrsup) =items 1-10	.9053
2.	Staff development (Staffdev) = items 11-14	.9310
3.	Achievement Lesson Planning (Achlplan) = Items 15-20	.8507
4.	Teacher expectation for student performance on CRCT (Tcexpec) = Items 21-25)	.8455
5.	Teacher delivery of higher order thinking skills (Tchots) =Items 26-31	.8455
6.	Student motivation on task as perceived by teacher (Stumotiv) = Items 32-35	.8947

Table 4 (continued)

Scale and items	Cronbach Alpha (N =43)
7. Parental involvement by student performance type (Parinv) = items 36-44	.8565
8. Teacher perceptions about college course effectiveness (Colgcourse) = items 45-48	.9187

Data Analysis and Scoring

The research questions were analyzed using the Pearson Correlation (Tuckman, 1999). The Pearson Product-Moment Correlation Coefficients, factor analysis, regression analysis and ANOV were utilized determine the degree of relation between the variables in the research questions.

In Part 1 of the data analysis, a factor analysis was conducted to group the variables and to assess the patterns among the variables. Variables were grouped, where possible, according to their factor placement for regression analysis in order to prevent collinear interaction effects. Two variables were selected as possible dependent variables in the absence of direct measurement of student performance on the CRCT: teacher expectation of student performance on the CRCT and teacher perception about student motivation on task. These two variables were highly related to student performance in the literature. A Regression Analysis was conducted to determine the order of contributions made by each independent variable on the dependent variables.

Throughout the research study, five second grade teachers were surveyed, videotaped, and assessed. The teachers were from diverse backgrounds, various states and universities. The students were mostly African-American with a limited number of Caucasians, Hispanics, and Asians students. The researcher found the mean score for students in reading from all the teachers. Students' motivation and teacher expectation for student performance in reading were the dependent variables.

Two strategies were utilized to control for selection as a bias in sampling. First, the observer selected a lesson to observe that was based upon reading performed by students from previous test scores (CRCT). Students were selected on the basis that they represented low achievement in reading. In this case, all students in the class represented the actual variation that existed. Second, the demographic variables of teachers and students were identified and measured to estimate if they made separate impacts on the dependent variables.

Treatment

The framework for the treatment phrase was learned at Clark Atlanta University in a Saturday Cohort Doctoral program designed to enable the candidates involved to learn practical knowledge, skills and dispositions, to conduct meetings collaboratively with group members through a causal analysis of problems, and the selection of solution(s) to counteract the causal variables as the basis for solving the problems effectively. The following were the strategies implemented by Persaud (2006-2008) in several courses (EDA 709: Seminar in strategic leadership, Spring, 2007; and Internship EDA):

- Doctoral candidates were divided into two groups of eight to simulate exercises on how to conduct effective meetings using Empowerment Management of Meeting (EMOM) model. The EMOM consists of the following dimensions: (a) Procedural communication in which the chair outlines the procedure for the meeting, (b) Identifies the failed objectives, (c) Prioritizes and sets new standards for performance, (d) Identifies and prioritizes causes, (e) Identifies and prioritizes alternative solutions, (f) Selects solutions to counteract the causes cost-effectively, (f) Designs and clarifies implementation plan, (g) Selects evaluation plan. The chair could be rated in his role in each area as follows: (a) Explaining or telling, (b) Asking members for suggestions, (c) Obtaining suggestions from members, and (d) Accepting, praising, utilizing members' suggestions.
- Each candidate had to role-play the chair and follow the dimensions of the EMOM in pretest condition followed by group members and instructors' critical feedback, and subsequent re-simulation for posttest data. Finally, Persaud conducted several role-play sessions on the EMOM and engaged marginal candidate role-players for improvement in simulation exercises. Since all the doctoral candidates in cohort were instructional leaders in some form, it was expected that they would know how to conduct meetings using the EMOM. It was also a critical variable in this study.
- The professor utilized the EMOM in conducting meetings with the class to indicate how grade level chairs could conduct meetings in planning lessons

with his/her colleagues. For this purpose the Achievement Lesson Planning System (ALPS) was utilized to organize the meeting in writing demonstration lessons. The APLS consists of five parts: (a) Needs assessment and research in which the planner is expected to identified failed objectives/outcomes and determine causal variables, (b) Set new objectives/outcomes following the design of the Bloom's taxonomy for teaching higher order thinking skills, (c) State and articulate the content in terms of the higher order thinking skills to be taught, (d) State and demonstrate the kind of explanations, questions and possible use of student answers for the development of higher order thinking skills during the delivery process, (e) Identify and state the kind of questions that would assess students' acquisition of higher order thinking skills in the teaching process, (f) Construction of test items for summative evaluation and feedback into lesson planning as a cyclical process. The professor provided several sample lessons with poems and comprehension passages.

- Each candidate had to demonstrate in practical terms. To demonstrate that the candidates had acquired the knowledge, skills and dispositions to conduct the above activities in meeting sessions with grade chairs to ensure that the grade chairs could in turn practice these activities, each doctoral candidate had to write a lesson plan and teach the lesson from our lesson plan in class, as well as, to write a lesson plan for targeted students in our schools and teach the lesson. The lessons were videotaped and feedback and ratings were given to

the doctoral students. Each candidate had to demonstrate this process in the internship program.

- The professor trained doctoral candidates on experiential teaching using Dewey with diagrams and simulations in classes regularly. A guest experiential methodologist also conducted group exercises in role-playing, writing, and modeled building play-dough and other materials.
- Training was conducted on the Observation Based Instructional Assessment (OBIA) system. The OBIA consists of levels of the Bloom's taxonomy in terms of Knowledge, and comprehension grouped as Lower Order Thinking Skills (LOTS) and application, analysis, synthesis and evaluation grouped as Higher Order Thinking Skills (HOTS) in the right columns. Each candidate expected to view video tapes and observe teachers so as to be able to identify and perform these dimensions when teaching by: (a) Explaining, (b) Asking questions, (c) Using and praising answers to build the over-arching constructs of a lesson. The content and experiential areas in which these acts (explaining, asking questions and using answers) were to be performed in (a) Procedural communication, (b) Students' experiences, (c) Textbook knowledge, (d) Related concepts in same subject area, (e) Related concepts in different subject areas, (f) Assessment of performance, and (g) Managing social behavior positively. Each candidate who was a principal video-taped master teachers identified based on high test scores, and those with lower

student test scores. These were replayed in class and rated by all candidates until they were declared proficient by having inter-rater reliability scores.

- To ensure that candidates could demonstrate the knowledge, skills and dispositions learned as a result of viewing videotapes and rating teacher performances on videotapes proficiently, the candidates during the internship program had to demonstrate that they planned lessons following the ALPS) design, taught the lessons according to the OBIA and had their lessons videotaped, rated and reported in the internship portfolio.
- The professor modeled and taught doctoral students how to construct multiple choice test questions using higher order thinking skills. These were done utilizing several poems and comprehension passage with PowerPoint presentation. To ensure that candidates could conduct such tests independently, each candidate had to submit multiple-choice items on each dimension of the Bloom's taxonomy. The Summer Ranch passage taken from a second grade reader by Mc Graw-Hill Book Company Inc. was utilized for this purpose. Feedback was provided for each candidate until proficiency was reached. The professor then supplied his items for comparison.
- The researcher/candidate having been trained to proficiency level in the doctoral program, in the role as principal of the selected school engaged the assistant principal (who was also trained in the doctoral program) in a collaborative framework in training the grade level chairpersons for the second and third grades.

- The researcher in the internship program conducted the above activities with grade chairs in the selected school as a pre-condition to conduct this study.

A description of treatment follows. The treatment for the second grade in reading is described and the results are reported to demonstrate the outcomes.

GAT EMOM Treatment Phase

Constituents of EMOM and how the design might impact effective decision-making in the planning, implementation, supervision, and evaluation process follows:

1. Pretreatment: The grade chair conducted a meeting after being trained by assistant principal/researcher. The researcher rated and had the meeting videotaped as a pre-test measure.
2. Treatment: The grade chair conducted meetings weekly with his team form November through May and using the EMOM.
3. Posttreatment: The researcher rated and had the meeting videotaped as post test measure.

The changes from the pre and post rating are demonstrated in the Tables 5 and 6. In the pretest table, the scores in each task area were lower for the chair and grade associates (teachers) than in the posttest data. It would appear that once, members saw the meaning of each task area and how they were inter-related, they were moved to improve their participation. Likewise, the chair also improved both in his personal initiation and in accommodating associates' opinions.

Table 5

Pretest Data: Empowerment Management of Meeting Model (EMOM)

Scale: 1 = None; 2 = 1-2; 3 = 3-4; 4 = 5-6; 5 = 7 ++

Observation Categories	Chair tells or explains	Chair and Members ASK for and USE Opinions
1. Initiates procedural communication	4	4
2. Identifies failed objectives or outcomes	4	4
3. Identifies and prioritizes causes for identified problems/failed outcomes	3	3
4. Prioritizes objectives/ outcomes and chooses standards for performance	4	4
5. Identifies and prioritizes alternative solutions	4	4
6. Selects solution to counteract causes for problem/failed outcomes	4	3

Table 5 (continued)

Scale: 1 = None; 2 = 1-2; 3 = 3-4; 4 = 5-6; 5 = 7 ++

Observation Categories	Chair tells or explains	Chair and Members ASK for and USE Opinions
7. Designs/clarifies implementation plan: Roles, resources, timeline, monitoring, etc.	4	4
8. Selects evaluation plan: Formative, summative: Roles, resources, timeline, supervision, etc.	5	5

Table 6

Posttest Data: Empowerment Management of Meeting Model (EMOM)

Scale: 1 = None; 2 = 1-2; 3 = 3-4; 4 = 5-6; 5 = 7 ++

Observation Categories	Chair tells or explains	Chair & Members ASK for and USE opinions
1. Initiates procedural communication	5	5
2. Identifies failed objectives or outcomes	5	5

Table 6 (continued)

Scale: 1 = None; 2 = 1-2; 3 = 3-4; 4 = 5-6; 5 = 7 ++

Observation Categories	Chair tells or explains	Chair & Members ASK for and USE opinions
3. Identifies & prioritizes causes for identified problems/failed outcomes	4	5
4. Prioritizes objectives/outcomes & chooses standards for performance	5	5
5. Identifies and prioritizes alternative solutions	5	4
6. Selects solution to counteract causes for problem/failed outcomes	5	4
7. Designs/clarifies implementation plan: Roles, resources, timeline, monitoring, etc.	5	5
8. Selects evaluation plan: Formative, summative: Roles, resources, timeline, supervision, etc.	4	4

It would also appear that the grade chair's score probably increased during the posttest due to increase in self-confidence and familiarity with the dimensions of the EMOMM and the process. Essentially, the task areas of the EMOM allowed the chair to

focus explanations and questions in each area, and since the task areas are in alignment, members were encouraged to participate. Even when rating was not conducted the GAT appeared to function in conformity with the above posttest rating.

Lesson Planning Phase

Constituents of the lesson planning format and how the design might impact effective decision-making in the planning, implementation, supervision, and evaluation process, especially with respect to effective teaching for higher order thinking skills follows. Statements of outcomes in terms of HOTS and questions to probe students' experiences on such dimensions are also included.

1. Pretreatment measurement: The third grade team wrote a lesson plan together using the ALPS. The ALPS was rated by the researcher and used as the pre-treatment for ALPS.
2. During the treatment, the GAT began to use the ALPS in their weekly planning meetings.
3. Posttreatment measurement: The third grade team wrote a lesson plan using ALPS. This ALPS was rated by the researcher and used as the post treatment for ALPS.

Pretest and posttest results are presented in Tables 7 and 8. The comparison between the pre-post ratings was clearly noticeable from "Not in line with model or well below standard" to "Meets standard." The difference might account for the teachers becoming familiar with the ALPS throughout this treatment and an awareness that the plans would be monitored weekly.

Table 7

Pretest Second Grade Reading Achievement Lesson Planning Format (ALPS)

Scale: 1 = Not in line with Model, or Below standard; 2 = Needs Improvement; 3 = Meets Standard; 4 = Above Standard; 5 = Well Above Standard

	Lesson Planning	1	2	3	4
	A. Needs Assessment: Assesses performance in relation to Causal variables				
1	Identifies variation in students' performance, or identifies number of students below expectation, meet expectation, etc. (NCATE-PSC)	X			
2	Identifies weak concept areas, etc. (NCATE-PSC)	X			
3	Identifies students who perform below expectation in relation to social causes (Gender, SES, other home factors) & examines relevance to teaching methods & materials used; learning styles and motivation, etc.	X			
	B. Objectives: Outcomes				
4	Stated to improve weak concept areas			X	
5	Stated to improve higher order thinking skills -Bloom's	X			
6	Stated in terms of helping low achievers to improve on outcomes	X			
	C. Content/Materials				
7	Contains/identifies basic knowledge in content			X	
8	Contains/identifies higher order thinking skills-Blooms in content		X		
9	Indicates/demonstrates facts ideas related to students' contextual experiences, learning level, learning styles, related knowledge, etc.		X		

Table 7 (continued)

Scale: 1 = Not in line with Model, or Below standard; 2 = Needs Improvement; 3 = Meets Standard; 4 = Above Standard; 5 = Well Above Standard				
Lesson Planning	1	2	3	4
D. Methodology: Delivery-transaction process				
10 Specifies explanations and questions to convey lower order text meanings in relation to students' experiences			X	
11 Specifies explanations and questions to probe higher order thinking skills of text in relation to students' experiences		X		
12 Specifies explanations to show how students' answers will be utilized to re-construct textbook knowledge (Constructivism)	X			
E. Formative evaluation for feedback in teaching process				
13 Specifies questions to assess performance on full range of Bloom's taxonomy & Dispositions as identified in objectives/tests	X			
14 Provides questions to assess performance on full range of Bloom's taxonomy if experiential and/or f hands-on or group work	X			
15 Provides questions to assess performance on full range of Bloom's taxonomy in relation to experiences simulated in use of technology	X			
F. Summative Evaluation				
16 Multiple choice items, true-false items, or short sentence completion tests are constructed based on content as taught and measured on full range of Bloom's taxonomy & dispositions	X			

Table 7 (continued)

Scale: 1 = Not in line with Model, or Below standard; 2 = Needs Improvement; 3 = Meets Standard; 4 = Above Standard; 5 = Well Above Standard					
	Lesson Planning	1	2	3	4
17	Essay, or project assignments are constructed to cover full range of the Bloom's taxonomy & dispositions as stated in objectives	X			
18	Results on assignments are utilized in needs assessment above	X			

Table 8

Posttest Second Grade Reading Achievement Lesson Planning Format (ALPS)

Scale: 1 = Not in line with Model, or Below standard; 2 = Needs Improvement; 3 = Meets Standard; 4 = Above Standard; 5 = Well Above Standard					
	Lesson Planning	1	2	3	4
	A. Needs Assessment: Assesses performance in relation to causal variables				
1	Identifies variation in students' performance, or identifies number of students below expectation, meet expectation, etc. (NCATE-PSC)			X	
2	Identifies weak concept areas, etc. (NCATE-PSC)			X	
3	Identifies students who perform below expectation in relation to social causes (Gender, SES, other home factors) & examines relevance to teaching methods & materials used; learning styles and motivation, etc.			X	

Table 8 (continued)

Scale: 1 = Not in line with Model, or Below standard; 2 = Needs Improvement; 3 = Meets Standard; 4 = Above Standard; 5 = Well Above Standard					
	Lesson Planning	1	2	3	4
	B. Objectives: Outcomes				
4	Stated to improve weak concept areas			X	
5	Stated to improve higher order thinking skills			X	
6	Stated in terms of helping low achievers to improve on outcomes			X	
	C. Content/Materials				
7	Contains/identified basic knowledge in content			X	
8	Contains/identifies higher order thinking skills-Blooms in content			X	
9	Indicates/demonstrates facts ideas related to students' contextual experiences, learning level, learning styles, related knowledge, etc.			X	
	D. Methodology: Delivery-transaction process				
10	Specifies explanations and questions to convey lower order text meanings in relation to students' experiences			X	
11	Specifies explanations and questions to probe higher order thinking skills of text in relation to students' experiences			X	
12	Specifies explanations to show how students' answers will be utilized to re-construct textbook knowledge (Constructivism)			X	
	E. Formative evaluation for feedback in teaching process				
13	Specifies questions to assess performance on full range of Bloom's taxonomy & Dispositions as identified in objectives/tests			X	

Table 8 (continued)

Scale: 1 = Not in line with Model, or Below standard; 2 = Needs Improvement; 3 = Meets Standard; 4 = Above Standard; 5 = Well Above Standard					
	Lesson Planning	1	2	3	4
14	Provides questions to assess performance on full range of Bloom's taxonomy if experiential and/or f hands-on or group work			X	
15	Provides questions to assess performance on full range of Bloom's taxonomy in relation to experiences simulated in use of technology			x	
	F. Summative Evaluation			X	
16	Multiple choice items, true-false items, or short sentence completion tests are constructed based on content as taught and measured on full range of Bloom's taxonomy & dispositions			X	
17	Essay, or project assignments are constructed to cover full range of the Bloom's taxonomy & dispositions as stated in objectives			X	
18	Results on assignments are utilized in needs assessment above			X	

GAT Lesson Planning Treatment Phase

Constituents of the OBIA system and how the design might impact effective teaching in terms of higher order thinking skills as related to the Bloom's taxonomy through the use of students' experiences, textbook knowledge, integrated related knowledge, assessment follows. Questions and answers to build higher order thinking skills were implemented in the treatment process.

1. Pretreatment measurement: Each third GAT was rated using OBIA and videotaped as a pretreatment.

2. Treatment: Teachers used OBIA throughout the treatment.
3. Posttreatment: Each third GAT was rated using OBIA and videotaped as the posttreatment.
4. The difference between the pre and posttreatment is noted in Tables 9 and 10. The average of each of the five teachers is listed for each category.

Table 9

Pretest Second Grade Chairperson: Observation-Based Instructional Assessment (OBIA) System (Sample Form)

Instructor's Task Areas & Means		Teacher and Students' Outcomes	
Instructor's categories of Diverse Tasks in Differentiating Instructional process (A to I) and in each case below: Means of Delivery: Explains, Asks questions, Uses answers by teacher and students' lower order and higher order thinking skills as defined in columns. Rating: 0 = Not observed 1 = 1 to 2 times 2 = 3-4 times 3 = 4-5 tines 4 = 5-6 times 5 = 7 or more	SPSS ECEL code	Lower order thinking: Recall of knowledge, Paraphrasing, Restating in own words literal meanings	Higher Order Think Skills: Constructivism- Applies in different contexts; Analyzes into sub-parts; Syntheses or creates new meanings; evaluates-judges, Dispositions: Considers: Right & wrong, fairness, equal treatment, responsibility for change process; honesty

Table 9 (continued)

Instructor's Task Areas & Means		Teacher and Students' Outcomes	
A. Procedural Communication (Standard VI): Means: Explains, Asks questions, uses answers by praising and elaborating, building	1-2	1	0
B. Uses student social experiences (Clinical Experience III): Explains concepts using students' experiences, or uses questions and answers to obtain students' opinions about experiences to build the concepts	3-4	2	1
C. Uses curriculum/Syllabus content: Explains, asks questions and uses answers on the content as displayed in text	4-5	1	0
D. Relates concepts to previous lessons - in same subject area (linking & webbing) Explains, asks questions and uses answers to link current lesson concepts to previous concepts taught	6-7	1	0
E. Relates concepts to different subject areas and readings Explains, asks questions and uses answers to link current lesson to different subjects' concepts and readings	8-9	0	0

Table 9 (continued)

Instructor's Task Areas & Means		Teacher and Students' Outcomes	
F. Assesses performance on concepts (Standard II Assessment): Uses questions to identify learning outcomes; Uses opinions to explore possible answers	10-11	0	0
G. Manages Social Behavior positively (Standard VI: governance): If using criticisms, etc. to control (0); Using eye contact, proximity, dialogue to manage and promote interaction (1-5)	12-13	0	2
H. Standard VI: Use of technological resources: Check: Yes_____; or No __X__	14	NA	NA
I. Standard VI: Hands0on; Groups; Role Play Hands-on; Groups; Role Play: Check: Yes_____; or No __X__	15		
J. Number of students at Level 1 on GCRCT = 0	16		
K. Number of students in class = 19	17		

Table 10

Posttest Second Grade Chairperson: Observation-Based Instructional Assessment (OBIA) System (Sample Form)

Instructor's Task Areas & Means		Teacher and Students' Outcomes	
Instructor's categories of Diverse Tasks in Differentiating Instructional process (A to I) and in each case below: Means of Delivery: Explains, Asks questions, Uses answers by teacher and students' lower order and higher order thinking skills as defined in columns. Rating: 0 = Not observed 1 =1 to 2 times 2 = 3-4 times 3 = 4-5 tines 4 = 5-6 times 5 = 7 or more	SPSS ECEL code	Lower order thinking: Recall of knowledge, Paraphrasing, Restating in own words literal meanings	Higher Order Think Skills: Constructivism Applies in different contexts; Analyzes into sub-parts; Syntheses or creates new meanings; evaluates-judges Dispositions: Considers: Right & wrong, fairness, equal treatment, responsibility for change process; honesty
A. Procedural Communication (Standard VI): Means: Explains, Asks questions, uses answers by praising and elaborating, building	1-2	NA	NA

Table 10 (continued)

Instructor's Task Areas & Means		Teacher and Students' Outcomes	
B. Uses student social experiences (Clinical Experience III): Explains concepts using students' experiences, or uses questions and answers to obtain students' opinions about experiences to build the concepts	3-4	2	4
C. Uses curriculum/Syllabus content: Explains, asks questions and uses answers on the content as displayed in text	4-5	1	3
D. Relates concepts to previous lessons - in same subject area (linking & webbing) Explains, asks questions and uses answers to link current lesson concepts to previous concepts taught	6-7	2	4
E. Relates concepts to different subject areas and readings Explains, asks questions and uses answers to link current lesson to different subjects' concepts and readings	8-9	2	2
F. Assesses performance on concepts (Standard II Assessment): Uses questions to identify learning outcomes; Uses opinions to explore possible answers	10-11	2	5

Table 10 (continued)

Instructor's Task Areas & Means		Teacher and Students' Outcomes	
G. Manages Social Behavior positively (Standard VI: governance): If using criticisms, etc. to control (0); Using eye contact, proximity, dialogue to manage and promote interaction (1-5)	12-13	1	5
H. Standard VI: Use of technological resources:	14		
Check: Yes_____; or No_____	15	NA	NA
I. Standard VI: Hands0on; Groups; Role Play Hands-on; Groups; Role Play: Check: Yes_____; or No_____			
J. Number of students at Level 1 on GCRCT	16		
K. Number of students in class	17		

The comparison between the pre and post rating were noticeable from the "Not in line with the model or well below standard" to "Exceeds standard." The difference accounted for is that the writer was more familiar with the Observation Based Instrument Assessment (OBIA) than the teacher.

The recommendation is the more one becomes familiar with and uses the Observation Based Instrument Assessment (OBIA), the more effective the lessons will become thus improving student performance on higher order thinking skills as observed.

During the treatment phase, all doctoral students had a master teacher come in and demonstrate how to conduct writing utilizing students' experiences. We had a simulation of writing through experiences and test construction. We also had an imaginary writing on the topic of "trees." The class then conducted observations of campus trees as a group and wrote observation based on professor's writing prompt. The class reported out and made comparisons. In the doctoral classes, the following topics were a part of on-going discussions in class: constructivism, differentiated instruction, learning theories, experiential learning.

Construction of multiple choice test items were apart of our regular in and out of class learning. This would have been an optimal time for me to capitalize on the constructing multiple choice questions. Teachers in this study were only required to construct questions once, and therefore, their efficacy in constructing such tests was not examined.

Limitations

1. The school, teachers and classrooms were not randomly selected.
2. The principal of the school had good relations with the teachers. The teachers might not have been completely candid in their responses in an effort to not make the principal "look bad."
3. Even though the teachers were told that their identity would remain anonymous, some of them might have felt that they were being evaluated and gave less than accurate responses.

4. The teacher questionnaire might not have included all the essential variables that mapped the field.
5. Teachers might have given the answers that they thought the researcher wanted to hear, instead of a more accurate answer in terms of their own behaviors.
6. It was a study of one school with no comparative group.
7. It was a treatment that included all second grade teachers with no comparative group.

Summary

The total population size consisted of one school and 43 teachers. A validated questionnaire was administered to determine the perceived variables that impacted student achievement and motivation in reading. Subsequently, the treatment group consisted of five second-grade teachers and ninety second grade students. There were no control groups. A validated questionnaire was administered to the teachers who responded anonymously. Since, there were no control group, data were collected on teachers' perceptions of student as indicate in a questionnaire and teacher demographic variables so that a correlation design was used to determine whether these variables made contributions (in addition to and separate from the treatment) to the teaching for higher order thinking skills (dependent variable).

CHAPTER V

DATA ANALYSIS

It was proposed that school performance as measured by second grade mean reading scores on the Criterion Reference Competency Tests (CRCT) would be influenced by: instructional supervision, teacher planning and preparation, teacher instructional delivery, pre-service college preparation, district-sponsored reading endorsement certification, district-sponsored teacher professional development, grade level teaching assignment and parental involvement contained in the research questions.

Data in Response to the Research Questions

RQ1: What are the variables that would be loaded in the same component with teacher expectation and student motivation?

Results of Factor Analysis

Table 11 shows the results of the factor analysis. The variables that would be placed in the same component with teacher expectation and student motivation are preservice college preparation, district-sponsored reading endorsement courses and parental involvement.

A factor analysis of all variables was conducted and the results are shown in Appendix B. A rerun of only variables that were placed with the teacher perceptions

Table 11

Varimax Rotated Component Matrix in Two Components: Teacher Perceptions Variables of the Instructional System and Selected Teacher Demographic Variables

	Component 1	Component 2
Student Motivation	.881	
Teacher Expectation	.801	
Teacher Instructional Delivery	.738	
Pre-Service College Preparation	.694	
District-Sponsored Reading Endorsement Courses	.640	
Parental Involvement	.626	
Achievement Lesson Planning		.778
District-Sponsored Teacher Professional Development		.748
Instructional Supervision		.708
Grade Level Teaching Assignment		-.634
Variance		20.69

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

variables were conducted to simplify the data and to prevent multi-collinear interference. The results are shown in Table 11. The results are placed in two components or factors.

In component 1 are loaded (as indicated by the higher factor coefficients as compared to component 2 of the same variables) teacher perceptions of such variables as: student motivation on task, teacher expectation for students' performance on CRCT reading, teacher delivery (i.e., student responses on higher order thinking skills, pre-service college preparation, district-sponsored reading endorsement courses, parental involvement). These variables tend to interact in concert. Teachers are likely to perceive high student motivation on task and high expectation for performance on the CRCT when they see students as responding positively to their delivery of higher order thinking skills strategies. Such teachers appear to perceive as viewing college preparation courses as effective and as having studied a high number of additional courses. In addition such teachers also perceive parents of students who performance at various levels on the CRCT as involved when required by teachers. The conclusion, it appears to be that teachers with quality college preparation and additional courses tend to perceive students as being on task and as a result teachers tend to rate such students as capable of performing highly on the CRCT, especially since such students are also perceived as responsive to teaching for higher order thinking skills. Since teachers vary in college preparation it would appear that the instructional leader could compensate for such deficiency through staff development on lesson planning for teaching higher order thinking skills.

In Component 2 are placed Achievement Lesson Planning (ALPs), district-sponsored teacher professional development, instructional supervision style of the administrator and teacher grade level, inversely. The inverse relationship with teacher grade level appears to indicate that teachers in lower grades view Achievement Lesson Planning, staff development and instructional leadership more positively than teachers of higher grade levels. The inference is that teachers of lower grades are more responsive to change through lesson planning, staff development and the leadership style in the area of instruction. It would seem that the leadership in the school should begin with supervision for change in the early grades.

Correlation Results

RQ2: What are the selected independent variables that would be significantly correlated with student motivation and teacher expectation?

The Pearson correlation analysis was conducted with teacher perceived student motivation and teacher expectation of students' performance on higher order thinking skills by selected independent variables (N = 43). The results are shown in Table 12. In the table, teacher perceptions about student motivation on task and expectation about student performance on CRCT are more highly interrelated than with other variables. Further, all the teacher perception variables selected as possible independent variables such as instructional supervision, Achievement Lesson Planning, teacher delivery of higher order thinking skills, and parent involvement by student performance on the CRCT are positively and significantly related to teacher expectation about student performance on the CRCT. Further, teachers' perception about the effectiveness of

Table 12

Results on Pearson Correlation Analyses: Teacher Expectations and Student Motivation in Relation to Selected Independent Variables (N = 43)

	Student Motivation	Teacher Expectations of Students' Performance on Higher Order Thinking Skills
Student Motivation	1	0.71*
Teacher Expectations	0.71*	1
Instructional Supervision	0.156	0.351*
Achievement Lesson Planning	.279	0.564*
Teacher Instructional Delivery	0.578*	0.545*
Parental Involvement	0.426*	0.56*
Preservice College	- -	- -
Preparation	0.519*	0.383*
Grade Level	0.197	0.074
District-Sponsored	- -	- -
Professional Development	0.495*	0.302

preservice college preparation is also related significantly. The relationships between the selected independent variables and student motivation are not so systematic.

Teacher perceptions about students' responses to teacher delivery (teaching for higher order thinking skills), parent involvement, pre-service college preparation and

district level reading endorsement courses appear to be significantly related to student motivation.

The conclusion might be that teacher expectation is influenced by the other variables more systematically and that teacher expectation in turn is related to student motivation. In order to examine further these relationships regression analyses were conducted as described in the next section.

Regression Analyses Results

RQ3: What are the selected independent variables that would significantly explain teacher expectation for student performance?

Table 13, Regression Analysis, indicates that student motivation is significantly related to teacher expectation at a level of $< .05$. Achievement Lesson Planning is significantly related to teacher expectation at a level of .016. Parental involvement is significantly related to teacher expectation at a level of .030. Preservice college preparation is significantly related to teacher expectation at a level of .048.

Two variables were selected as possible dependent variables in the absence of direct measurement of student performance on the CRCT: teacher expectation of student performance on the CRCT and teacher perception about student motivation on task. These two variables are considered to be highly influential on student performance in the literature.

Table 13

Regression Analysis with Teacher Expectation as Dependent Variable with the Selected Independent Variables as Listed (N = 43)

Model 3	Std. Error	Standardized Coefficients	t	Sig.
(Constant)	.500		.207	.837
Student Motivation	.111	.532*	4.226	.000
Achievement Lesson Planning	.150	.398*	2.536	.016
Parental Involvement	.143	.304*	2.273	.030
Preservice College Preparation	.088	-.263*	-2.052	.048
Instruction Supervision	.154	-.029	-.197	.845
Staff Development	.084	-.095	-.814	.421
Teacher Instructional Delivery	.119	.131	1.051	.301

Adjusted R Square change = .658 F = 11.979 S = .000

Teacher Expectations as Dependent

Since teacher perceptions about the extent to which students would perform on the CRCT is more direct in terms of the relationships with actual performance than student motivation, a regression analysis was conducted on teacher expectation as the dependent variable with the other selected variables as independent variables. The results are shown in Table 14.

Table 14

Results of Regression Analysis: Motivation as Dependent and Listed Variables as Independent (N = 41)

Model 4	Std. Error	Standardized Coefficients	t	Sig.
(Constant)	.619		1.180	.246
Teacher Expectation	.177	.660*	4.226	.000
Pre-Service College Preparation	.110	.315*	2.228	.033
Achievement Lesson Planning	.205	-.147	-.775	.444
Instructional Supervision	.194	-.074	-.444	.660
Staff development	.107	-.077	-.592	.558
Teacher Instructional Delivery	.149	.181	1.319	.196
Parental Involvement	.193	-.084	-.529	.600

Adjusted R Square change = 576 F = 8.763 S = .000

In the final Model 3, student motivation, lesson planning, parent involvement and pre-service college preparation are significant contributors to teacher expectation. The other independent variables are not significant contributors. The results appear to indicate that teachers' expectation is probably based on their perceptions about how students work on task, and how teachers plan lessons and obtain parent involvement, as well as, the efficacy of college programs. Student motivation and lesson planning are the most important independent variables.

RQ4: What are the selected independent variables that would significantly explain student motivation for student performance?

Table 14 shows the results of the Regression Analysis for student motivation. Teacher expectation is significantly related to student motivation at <.05 level. Preservice college preparation is significantly related to student motivation at .033 level.

The Variables that Predict Student Motivation on Task

A regression analysis, Table 14, was conducted on student motivation as dependent and the other selected variables as independent. The results in Model 4 indicate that only teacher expectation (.660) and effective pre-service college preparation (.315) are significant contributors. Teacher expectation about students' performance on CRCT has a relationship with student motivation, and the effectiveness of college courses appear to be a contributor. The conclusion might be that if an administrator provided on the job training for teachers on lesson planning, teachers might be able to get students motivated on task, which in turn might lead to high teacher expectation for student performance on the CRCT.

Data Collection

Each of the five second-grade teachers provided demographic information on each of their students using the Student Data Interview Form (SDIF). The SDIF (See Appendix C) contained eleven items whereby teachers had to rate students based on a five point scale numbered 1-5, with 1 representing "Well-Below Expectations and 5 representing "Well-Above Expectations." Student demographics included the following information: Current grade in reading class, CRCT reading pre-test level, CRCT reading

posttest scores, student gender, student race (coding: 1 = female; 2 = male), Meal status (coding: 1 = pay, 2 = reduced, 3 = free), who student lives with, mother's job, father's job, number of siblings and student' job aspiration. Teacher identifying information included: Teacher gender and years of teaching experience.

Evaluation Design

There was treatment provided by the researcher in the role of the assistant principal and in collaboration with the principal. The second grade and all five teachers in it were selected for treatment. A correlation design was used to determine the effectiveness of the treatment by calculating the gain scores of each teacher and to estimate if the treatment, or teacher and students' demographic variables would explain any gain or loss in the pretest-posttest gain or loss scores. This design became necessary since there was no control group and/or random assignment of teachers or students to an identified experimental and control group.

The treatment had three purposes. First, to determine the effectiveness of delegating the management of students to grade achievement team (GAT) in which the teachers of a grade level would serve as a team of equals, and one among them would serve as a collaborative chair. The chair was trained in how to manage meetings by balancing between human relation skills (Blake & Mouton, 1985) and planning the task utilizing a High Definition Planning Approach (Persaud & Turner, 2002) on the dimensions of the Empowerment Management of Meeting Model (EMOMM). The EMOMM is a guide for conducting meetings (Persaud & Turner, 2005). It was expected

that if the chair were effective all teachers would collaborate in planning jointly the lessons to be taught on a weekly basis.

Second, to determine if the grade achievement team were trained on how to develop lesson plans following the Achievement Lesson Planning System (ALPS), the team would not only plan lessons collaboratively, but that each teacher would improve the teaching of higher order thinking skills and that this would in turn impact student performance on the CRCT. The reasons are that the ALPS facilitate teachers in identifying the weak concept areas as performed by students on the CRCT and to determine the social characteristics of students. Next, it requires teachers to select content and methods to counteract the causal variables for low performance. It specifically requires teachers to plan strategies to teach for higher order thinking skills through the use of students' experiences and to evaluate outcomes for feedback and change. The effectiveness of the lesson plans could be estimated by the teacher and students' performance on higher order thinking skills during the observation of teaching.

Third, to train grade achievement team on how to teach for higher order thinking skills following the dimensions of the Observation Based Instructional Assessment (OBIA) system, and to determine the extent to which each teacher would improve in the teaching of higher order thinking skills. Again the expectation was that the teaching of higher order thinking skills would translate into impacting student performance on the CRCT. The reasons are that the OBIA allows an observer to rate higher order thinking skills (as outcomes on a scale of 1-5) in terms of teacher and students' explanations, questions and use of answers in the areas of: application, analysis, synthesis, and

evaluation as defined on the Bloom's taxonomy. The teacher and students are rated on such task areas as use of (a) students' experiences. (b) textbook knowledge, (c) related concepts as previously taught, (d) related concepts in different subject areas, (e) students' answers in developing and integrating concepts, and (f) positive management of behavior problems. Knowledge in each of these six areas could be transformed by explanations, questions and use of praising students' answers into cognitive dimensions such as: application, analysis, synthesis and evaluation as defined by Bloom's taxonomy.

RQ5: Would a treatment that involves planning and teaching for higher order thinking skills counteract the contextual influences of students' performance?

Use of Data in Practical Demonstration, ANOVA, and Correlation Analyses

1. The data were utilized to demonstrate if the teachers improved in lesson planning to meet the conditions of the ALPS. A posttest analysis of lesson planning is compared with the pre-test as rated on the dimensions of the ALPS. Examples of posttest lesson plans are also utilized to demonstrate the differences in the quality of the rating.
2. The gain scores on the CRCT were utilized to demonstrate if there were differences among the students of each teacher. The rating scale was Level 1 = 1, Level 2 = 2 and Level 3 = 3. The results of ANOVA test the significant level at .05.

3. The gain scores on the OBIA were utilized to demonstrate if there were differences among the students of each teacher. The results of ANOVA test the significant level at .05.
4. Correlation analyses were conducted to determine if the pre-test CRCT scores (PRECRCT), Pretest Higher Order Thinking Skills (PREHOTS) and other selected demographic teacher and student variables as listed were related to the CRCTGAIN and the HOTSGAIN scores.
5. A factor analysis was conducted to reduce the number of relations into groups and to determine if CRCT and HOTS gain scores would be placed in the same factor and whether any of the demographic variables as selected would be included.
6. A Regression analysis was conducted to determine what variables would explain HOTS GAIN scores. The assumption was that if no demographic variable was included as a significant contributor, then the gains could be explained by the treatment.

Results of Mean Scores and ANOVA for HOTS Gain Scores among Teachers

The data with respect to the mean gain scores as calculated from the higher order thinking skills (HOTS) posttest minus HOTS pretest mean scores are shown in Table 15. In the table, the mean gain scores are lower for teachers three and four than the other three teachers meaning that these teachers did not respond to the treatment as well as the others.

Table 15

Higher Order Thinking Skills (HOTS) Gain Scores Five Second Grade Teachers

Teacher	Number of Students	Mean Gains	Std. Deviation
1	19	16.0000	.0000
2	19	19.0000	.0000
3	18	14.0000	.0000
4	17	14.0588	.2425
5	17	19.0000	.0000
Total	90	16.4333	2.2338
Model			.1052

The differences among the teachers were significant at less than .05 probability level as indicated in the ANOVA Table 16.

Table 16

Analysis of Variances (ANOVA) Higher Order Thinking Skills Mean Gain Scores

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	443.159	4	110.790	10005.695	.000
Within Groups	.941	85	1.107E-02		
Total	444.100	89			

In the ANOVA, it should be observed that between groups variance is reasonably high whereas the within differences in scores is insignificantly small accounting for the high F ratio. This was to be expected since the same score for each teacher was attached to each student, accounting for little or no variation within a class of students.

Results on Mean Scores and ANOVA for CRCT Gain Scores in Reading

The purpose of conducting the treatment on higher order thinking skills was to enhance the impact on the CRCT in reading. Table 17 shows the mean gain scores for students by each teacher. As can be seen in the table the mean gain scores vary from too small to be of any consequence to very little. The ANOVA indicates an F ratio of only 1.3 and is not significant at .05 probability level (Table 18).

Table 17

CRCTGAIN Scores by Each Teacher's Students

Teachers		Number of Students	Mean	Std. Deviation
1		19	-.1053	.6578
2		19	5.263E-02	.6213
3		18	.1111	.6764
4		16	-.3125	.6021
5		17	-.1765	.5286
Total		89	-7.8652E-02	.6257
Model	Fixed Effects			.6213

Table 18

ANOVA on CRCTGAIN Scores by Teacher Groups

	Sum of Squares	Df Df	Mean Square	F	Sig.
Between Groups	2.027	4	.507	1.313	.272
Within Groups	32.423	84	.386		
Total	34.449	88			

One explanation appears to be that more sustained growth over a longer time is required to have an impact on the CRCT. A further explanation might be that teachers do not test what they teach and hence the students have not totally internalized the learning.

Results on Correlation Analyses

Since, the sample was not randomly selected and there was no control group for comparison it was decided to utilize a correlation design. By this design, possible variables that could contribute to the gain scores on the Georgia Criterion Reference Competency Tests (CRCT) and higher order thinking skills (HOTS) were selected and correlations were calculated to determine if they were related to the gain scores. If they were correlated, then they offered alternative explanations to the gain scores and rendered the treatment less successful.

Definition of the Variables

PRE-CRCT (Criterion Reference Competency Tests) scores could influence the gain scores if students who were high made more gain than those who were low. Pre-CRCT student scores are from the spring 2007 CRCT tests.

CRCT was defined on rating scale of 1-3. (1) Level 1, Did Not Meet standards, (2) Level 2, Met standard, (3) level 3, Exceeded standards.

The Statistical Package for the Social Sciences (SPSS) calculated the gain score by subtracting the pretest from posttest scores.

Higher Order Thinking skills (HOTS) as defined by Bloom's Taxonomy are application, analysis, synthesis and evaluation.

HOTS pretest and posttest scores could also influence the gain score on HOTS as there was likelihood for stronger teachers to gain higher than weaker teachers on HOTS. HOTS were defined on a rating scale of 1-5 and the rating on each of the six dimensions was entered on the data file for each student in the respective teacher's class. The gain score for each teacher was calculated by SPSS by subtracting the pretest from the posttest.

Teacher expectations for student performance are identified in the literature (Rosenthal & Jacobson, 1968) as a possible contributor to student achievement. Teachers rated on a five-point scale each student's capability on the following dimensions to indicate expectation for performance:

Teacher experience was rated on a range of low experience to high experience as follows: (a) 0-5 years; (b) 6-10 years; (c) 11-15 years; (d) 16-20 years; (e) 21-30 years.

Teacher assigned reading grade for each student was converted into a four or five point scale. A = 2; B = 3; C = 4; F.

The results of the correlation analyses of all variables are shown in the Appendix D. Those variables that had no relationship to any of the dependent variables were

excluded in a further run of the Pearson Correlation analyses. The essential variables are outlined in Table 19 with the corresponding correlation coefficients. In the table:

1. Georgia Criterion Reference Competency Tests (CRCTGAIN) is significantly and inversely related to PRECRCT and no other variables. This meant that some students who began with high scores declined. However, the gains (posttest/pretest) made as shown in the ANOVA among the classes were not significantly different.
2. PRECRCT is related to POSTCRCT and CRCTGAIN but not to HOTSPOST and HOTSGAIN. Therefore, the HOTSPOST and HOTSGAIN were more a function of the treatment than the students' PRECRCT scores.
3. The POSTCRCT score is also influenced significantly by: teacher expectation (TEXPRATE) positively, teacher assigned reading grade (READGD) inversely, MOM 's job and DAD's job positively and meal status inversely indicating the need for factor analysis to determine the significant groupings of the variables.
4. HOTSPOST is significantly related only to HOTSPRE (positively) and Teacher experience (inversely) indicating the need for a factor analysis to determine their respective groupings.
5. HOTSPOST is significantly related to teacher expectation rating of students (TEXPRATE) positively, and inversely to teacher experience and meal status of students.

Table 19

Pearson Correlations: POSTCRCT, CRCTGAIN, HOTSPOST, HOTSGAIN by Selected Independent Variables (N = 89)

	POSTCRCT	CRCTGAIN	HOTSPOST	HOTSGAIN
PRE-Test CRCT	.515*	-.458	-.013	.106
HOTS PRE-Test	-.036	.172	.595*	.126
Teacher Expectation Rating	.751*	.080	.143	.240*
Student Grade in Reading	-.571*	-.029	.057	-.010
Teacher Experience	-.067	-.090	-.873*	-.667*
Mom's Job	.233*	-.135	.005	.272*
Dad's job	.393*	.074	.063	.162
Student Career Choice	.168	-.032	-.184	-.097
Teacher Gender	-.126	.128	.011	-.039
Student Meal Status	-.285*	.027	-.181	-.262*

Significant at probability level .05 (2-tailed)

Several interactions among the correlated variables do not allow for a decisive conclusion about the effects of the treatment. Therefore, a factor analysis was conducted to group the variables. A factor analysis is a statistical procedure for grouping the variables into factors, or components, according to their highest inter-relationships. Variables that are loaded into the same factor or component are highly related among themselves than variables in other factors. SPSS (Daren & Mallery, 2001) calculates the inter-correlations among all variables and develops a matrix of all correlations. Then, the variables are sorted from highest to lowest based upon their inter-relationships. The

variables with the highest inter-relations, as indicated by their factor coefficients, are loaded into Factor 1, or Component 1. The next set of interrelated variables was loaded in Component II, then, Component III, etc. until all variables were loaded.

Independent Variables that Likely Influence Such Outcomes as POST-CRCT, CRCT Gain Scores, HOTS-POST and HOTS Gain Scores

- Pre-CRCT scores are significantly related to post-CRCT scores (.515)
- Teacher expectations are significantly related to post-CRCT scores (.751)
- Reading grade is significantly related to POST-CRCT scores, inversely (-.571). This means that the grades given in class by the teacher were not in line with performance on the CRCT. Students who had "A's" and "B's" did not score higher than the students who had "C's" and "F's."
- Mom's job is significantly related to POST-CRCT scores (.233)
- Dad's job is significantly related to POST-CRCT scores (.393)
- Meal status is significantly related to POST-CRCT score, inversely (-.285). This means that students who were on free and reduced meal status scored higher on the POST-CRCT than the students who paid for their meals.
- None of the independent variables are significantly related to CRCT GAIN scores.
- HOTS pre-test was significantly related to HOTS-POST (.595). This means that the teachers with highest HOTS-Pre-test also had the highest HOTS-POST scores.

- Teacher experience was significantly related to HOTS-POST, inversely (-.873). This means that the teachers with the least number of years teaching experience had the highest number of students making gains on the HOTS-POST.
- Teacher expectations were significantly related to HOTSPOST scores (.240).
- Teacher experience was significantly related to HOTSGAIN scores, inversely (-.667). This means that the teachers with the least number of years teaching experience, had the highest number of students showing an increase on the HOTS-GAIN scores.
- Meal status was significantly related to HOTSGAIN scores, inversely. This means that students who were on free and reduced meal status scored higher on the POST-CRCT than the students who paid for their meals.

Variables Significantly Correlated with HOTS GAIN and CRCT Gain

As shown in Table 20, HOTS POST, HOTS GAIN, HOTSPRE and teacher experience were highly related and place in Factor 1. CRCT GAIN was loaded in Factor 5. There were no other variables in Factor 5. This means that the treatment had an effect on teaching for HOTS, but did not translate into gains for CRCT.

The Results of Factor Analysis

Factor analysis is used when there are a large number of variables and interrelationships found among the variables. The variables selected were those that had some significant relationships to one or more dependent variables in the correlation

Table 20

Results on Varimax Rotated Factor Analysis of All Selected Variables by Components 1-5

	Component				
	1	2	3	4	5
HOTS Post Test	.982				
Teacher expectation	-.929				
HOTS Gain Scores	.809				
HOTS Pre Test	.651				
Teacher rating on HOTS		.879			
Student grade in reading		-.848			
POST CRCT score		.762			
PRE CRCT score		.758			
Meal Status			-.699		
Dad's job			.691		
Career choice				.725	
Gender				-.677	
Mom's job				.625	
CRCT Gain score					.983
Variance in percent	27.092	22.576	11.676	8.334	7.971

analyses. In a factor analysis, SPSS calculates the correlations among all selected variables, and then groups the variables by their highest factor coefficients relationships into factors or components. The highest relationships as indicated by the percentage of

variance are placed in Component 1, the next are loaded in Component 2. and so on until all variables are loaded in a factor. The results are stated in Table 20. The smaller loadings in the other factors are deleted. The results indicate:

1. Component I consists of higher order thinking skills post test (HOTSPOST), teacher experience (TCHEXP) inversely, higher order thinking skills gain score (HOTSGAIN), and higher order thinking skills pretest (HOTSPRET) as indicated by their highest factor coefficient in component I. The results indicate that the less experienced teachers gained more than the more experienced teachers as a result of the training on the HOTS PRETEST, POSTTEST and Gain scores on HOTS are inter-related positively. It is therefore necessary to separate the effects of teacher experience, pretest and posttest scores on the gain scores through regression analyses.
2. Component II consists of teacher expectation for students' academic performance (TEXRATE), teacher assigned reading grades (READGD), inversely, POSTCRCT and PRECRCT. As can be seen, teacher expectation for student academic performance has a positive relationship with PRECRCT and POSTCRCT but not with the gain scores as this variable is loaded in the last factor with no other variable. The reason is that no significant gain score was obtained as shown in the ANOVA Table. Further, when teacher expectation for students' academic performance was low, they assigned higher grade to students when they had low expectation for such students. Therefore, teacher expectation was more a function of the CRCT results in reading that

were independent of the teacher. On the other hand teachers recognized and rewarded low achievers with high grades and down graded students they had initially thought would achieve highly.

3. Component III consists of meal status, inversely, and dad's jobs (DADJOB).
4. Component IV consists of career, student gender and mom's job. These variables are in too far from factors to have any effect on HOTS gain scores.
5. Component V consists only of CRCT gain scores and hence this variable is independent of all other variables.

Overall, the results of factor analysis indicate that HOTSPOST, HOTSGAIN and HOTS PRETEST scores are positively bonded and the teacher experience is inversely related to them. Experienced teachers were low in both pretest and posttest scores and gained less on higher order thinking skills. This would indicate that the treatment was more successful for less experienced teachers.

Results on Regression Analysis: Posttest Higher Order Thinking Skills (HOTS) as Dependent

An attempt was made to separate the effects of teacher experience and pretest scores from the posttest scores on HOTS as dependent. The results are shown in Table 21. In the table, when post higher order thinking skills were used as the dependent variable only teacher experience contributed inversely supporting the view that less experienced teachers made gains more than the experienced teacher.

Table 21

Results on Regression Analysis: Posttest High Order Thinking Skills (HOTSPOST) as Dependent

Model 2		Standardized Coefficients	t	Sig.
(Constant)	1.770		13.310	.000
Teacher Experience	.244	-.854	-10.686	.000
Higher Order Thinking Skills Pretest	.154	.026	.343	.733
Teacher Expectation Rating	.249	.094	1.021	.310
Reading Grade	.233	-.018	-.209	.835
Dad's Job	.088	-.044	-.731	.467
Meal Status	.213	-.016	-.274	.785

R Square Change = .756; F Ratio = 47.083; Probability level = .000

Further, no other variables made significant contributions. Therefore, while the treatment was successful in helping both low and high pretest groups, it helped the less experienced teachers more in the posttest scores.

Independent Variables that Explain HOTSGAIN

An attempt was made to separate the effects of teacher experience and pretest scores on HOTSGAIN scores as dependent. The results are shown in Table 22.

Table 22

Regression Analysis Results: Gain Scores on Higher Order Thinking Skills (HOTSGAIN) as Dependent

Model 3	Standard Error	Standardized Beta Coefficients	t	Sig.
(Constant)	1.770		13.310	.000
Teacher Experience	.244	-1.053	-10.686	.000
Higher Order Thinking Skills Pretest	.154	-.576	-6.144	.000
Teacher Expectation Rating	.249	.116	1.021	.310
Reading Grade	.233	-.023	-.209	.835
Dad's Job	.088	-.054	-.731	.467
Meal Status	.213	-.020	-.274	.785

Adjusted R Square change = .629 F Ratio = 26.180

In Table 22, when the gain scores on higher order thinking skills (HOTSGAIN) were used as the dependent variable, teacher experience contributed significantly, but inversely, supporting the view that less experienced teachers made more gains than the experienced teachers. Further, teachers' pretest scores made significant but inverse contributions also to HOTSGAIN scores indicating that teachers who had low scores on the pretest made greater gains on the posttest supporting the view that the treatment was effective in enhancing teachers who were weak on teaching for higher order thinking skills. Other variables did not make significant contributions.

The treatment was, therefore, effective in enhancing the capability of those who were low in the pretest in gaining more than those who made higher scores. However, the treatment was more effective for the less experienced teachers than the more experienced.

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

Problem Context

The school in this study was successful in achieving Adequately Yearly Progress (AYP) for the school year 2007 and it was also successful in achieving over 90% of the superintendent's targets for Reading, English/Language Arts and Mathematics. However, the data indicate that 19% of the students in second grade did not meet the reading standards, 54% met the standards and 29% exceeded the standards.

Analysis of the results indicates that the percentage of students scoring in Level 1 experienced a decline over the past three years. Whereas, the trend is heading in the right direction, however, for the school year 2006-07, 19% (17 out of the 90) second grade students did not meet state standards in reading. Level 2 students maintained an increase in test results for each of the three years. Test results for 2006 showed an increase of 12% over 2005 and an increase of 15% over the year 2004. The percent of students scoring in Level 3, however, experienced a 4% decrease in reading achievement each year.

Review of Literature

The review of literature suggests that student achievement was influenced by such variables as (a) school supervision (Snipes, Doolittle & Herlihy, 2002; Bamburg, 1990; ERIC, 1987; Glickman & Gordon, 2004; Leightwood, Seashore, Anderson & Wahistrom,

2004); (b) Teacher Planning, Preparation and Instructional Delivery (McBrien & Brandt, 1997; Shaaban, 2006; Craig, Butler, Cairo, et al. 2005); (c) Teacher knowledge, skills qualification and professional development (Craig, Cairo, 2005); (d) Teacher expectation (Rubie-Davies, Hattie & Hamilton, 2006); (e) Student motivation (Edmunds & Bauserman, 2006; Guthrie, Hoa, Wigfield, et al. 2006); (f) Parental involvement (Englund, Luckner, Whaley and Egeland, 2004; U.S. Department of Education, 2004).

Theoretical Framework

It was proposed to examine the extent to which the school's second grade mean CRCT reading scores would be related to teachers' perception of instructional supervision, teacher planning and preparation, teacher instructional delivery, preservice college preparation, district-sponsored reading endorsement certification, district-sponsored teacher professional development, grade level teaching assignment, and parental involvement.

According to the organizational structure of the school system in this study, the principal is the leader closest to the teachers who are responsible for interpreting and implementing the state's curriculum. It was proposed that student achievement may be explained by principal's leadership style. According to Lewin, Lippitt, and White (1939), the democratic leader involves the followers in planning for the organization. The principal is responsible for utilizing human relations leadership skills that would allow the individuals (teachers) to operate in such a manner that they utilize their skills and abilities to accomplish the institution's goals.

Utilizing a social system model developed by Getzels and Guba (1957), the principal at the urban school in this study, utilized a form of shared leadership as related to the second grade chairperson and the teachers on the second grade team. At the principal's words of confidence in their ability, the second grade team communicated their willingness to participate in the study, then, took ownership of the study. According to Persaud and Turner (1992), they had to evaluate, assess, and research (EAR) the problem of student achievement in the second grade.

Every individual needs to feel that he is an important and valued member of the group (Maslow, 1970). This is called self-actualization which may lead to a desire to work to achieve the grade level's goals. According to Vroom's Expectancy Theory (1973), when tasks and abilities are matched, the likelihood of goals being achieved is increased. The principal as leader should focus on both task and relationships (Blake & Mouton, 1994) as he has a responsibility to both the institution and the individuals who work within the institution.

Research Methods

A correlation design was used to identify the significant relationships between the dependent and selected variables. The total population size consisted of 43 teachers with a sample size of 5 second grade teachers and 90 second grade students. The teacher survey was administered to 48 teachers at this urban pre-kindergarten through fifth grade (P5) school. Forty-three of the teachers returned their surveys.

The teacher questionnaire was constructed to measure the components of the theoretical framework. The teacher questionnaire consisted of 48 items with a five-point

Likert Scale. The questionnaire also contained eight teacher demographic items. Each dimension was defined, and items were constructed to match each dimension, indicating high reliability. The instrument was considered valid and ready for further analyses using SPSS programs on correlation, factor analysis and regression.

The study contained a treatment phase. During the treatment phase, the researcher collaborated with the grade level chairperson who re-delivered professional development and other information during the grade level's weekly meeting. Each meeting devoted approximately 30 minutes to treatment related matters. Student data were gathered from the teachers by way of an EXCEL spreadsheet. The five teachers used a Student Data Interview Form (SDIF) to record student information from each of their students. The information was subjected to the SPSS, factor analysis, and multiple regression analyses and filtered through each research question.

Findings

In the absence of reading CRCT reading scores a factor analysis was run on the variables from the teacher questionnaire. The related variables in Factor 1 were student motivation, teacher expectations, teacher instructional deliver, preservice college preparation, district-sponsored reading endorsement courses, and parental involvement. Teacher perceived student motivation (.881) and teacher perception of student performance on CRCT (.801) were more highly interrelated. These two variables were selected as dependent variables.

A Pearson Correlation was conducted with teacher perceived student motivation and teacher perception of student performance on CRCT as dependent variables with the

following as independent variables: Teacher instructional delivery, preservice college preparation, district-sponsored reading endorsement courses, parental involvement, Achievement Lesson Planning (ALPS), district-sponsored teacher professional development, instructional supervision, and grade level teaching assignment. Results of the Pearson Correlation showed:

- Student motivation was correlated with teacher expectation at 0.71.
- Instructional supervision was correlated with teacher expectation at 0.371.
- Achievement Lesson Planning (ALPS) was correlated with teacher expectation at 0.564.
- Teacher instructional deliver was correlated with student motivation at 0.578 and teacher expectation at 0.545.
- Parental involvement was correlated with student motivation at 0.426 and teacher expectation at 0.56.
- Preservice college preparation was correlated with student motivation at 0.519 and teacher expectation at 0.383.
- District-sponsored professional development was correlated with student motivation at 0.495.

Two variables were selected as possible dependent variables in the absence of direct measurement of student performance on the CRCT: teacher expectation of student performance on the CRCT and teacher perception about student motivation on task.

A Regression Analysis with perceived teacher expectations of student performance as a dependent variable indicated that:

- Student motivation was significantly related to teacher expectation at a level of <.05.
- Achievement Lesson Planning was significantly related to teacher expectation at a level of .016.
- Parental involvement was significantly related to teacher expectation at a level of .030.
- Preservice college preparation was significantly related to teacher expectation at a level of .048.

A Regression Analysis with teacher perception about student motivation on task as a dependent variable indicates that only teacher expectation (.660) and effective pre-service college preparation (.315) are significant contributors. Teacher expectation about students' performance on CRCT has a relationship with student motivation, and the effectiveness of college courses appear to be a contributor. The conclusion might be that if an administrator provided on the job training for teachers on lesson planning, teachers might be able to get students motivated on task, which in turn might lead to high teacher expectation for student performance on the CRCT.

The treatment phase (Appendix E) was conducted to find out what effect, if any, would professional development in higher order thinking skills (HOTS) have on second grade student performance in reading on the CRCT. The researcher collaborated with the grade level chairperson who re-delivered professional development and other information

during the grade level's weekly meeting. Each meeting devoted approximately 30 minutes to treatment related matters. Student data were gathered from the teachers by way of an EXCEL spreadsheet. The five teachers used a Student Data Interview Form (SDIF) to record student information from each of their students. The information was subjected to SPSS, factor analysis and multiple regression analyses and filtered through each research question.

Overall, the results of factor analysis indicate that HOTSPOST, HOTSGAIN and HOTS PRETEST scores were positively bonded and that teacher experience was inversely related to them. Experienced teachers were low in both pretest and posttest scores and gained less on higher order thinking skills. This would indicate that the treatment was more successful for less experienced teachers.

In the correlation analysis, PRE-CRCT, teacher expectation rating, reading grade, mom's job, dad's job and meal status were related to the second grade's performance on the CRCT in reading. However, in both the factor and regression analyses, only teacher experience, inversely, was related to second grade CRCT reading scores, indicating that the teachers with the least number of years teaching had the greatest impact on CRCT scores. HOTS POST, HOTS GAIN, HOTSPRE and teacher experience were highly related and placed in Factor 1. CRCT GAIN was loaded in Factor 5. There were no other variables in Factor 5. This means that the treatment had an effect on teaching for HOTS, but did not translate into gains for CRCT.

Conclusions

In this study, the results indicate that though several independent variables are significantly related to student performance as defined by the CRCT second grade mean reading scores, only teacher experience, inversely, is the predictor variable in the regression analysis when controlling for all other selected variables. It is concluded that teachers with the least number of years teaching make an independent effect on student performance as defined by second grade mean reading scores on the CRCT.

The main explanation was that teachers with more experience were more reluctant to try new strategies due to comfort level with strategies that they had practice for a number of years. Based on this researcher's observations, the more experienced teachers were cooperative during GAT meetings, but during classroom observations, they asked fewer higher order thinking questions (HOTS) than the three less experienced teachers. It is also speculated that the more experienced teachers felt less empowered due to the grade level chair being one of the three second grade teachers with fewer years of experience. It is also speculated that the less experienced teachers were more amenable to the treatment because they might have been more willing to please the administrator.

Recommendations

Recommendations are provided for classroom teachers, building administrators, executive directors, and the superintendent.

Recommendations for Classroom Teachers

Work together as a grade level to make comparisons between CRCT and higher order thinking skills (HOTS) in relation to the Georgia Performance Standards. Utilize

the Achievement Lesson Planning System (ALPS) to write lesson plans that address student needs academically and socially. Focus more on instructional delivery to address the needs of students through the use of the Observation Based Instructional Assessment (OBIA) which utilizes explanations, questions and student responses to promote student interaction throughout the lesson. The findings of this study indicated that the teachers with the least number of years experience impacted student performance on the CRCT and in HOTS. If during GAT, the focus is on increasing student achievement both experienced and less experienced teachers will have a forum to discuss the extent to which identified strategies were successful. During GAT, the teachers can also devote time perhaps once a month to discuss professional articles related to student achievement in reading. Teachers could also make arrangements for peer observations in order to build collegiality and to provide each other with meaningful feedback thus empowering teachers to take ownership in the process of improving student mean scores on the CRCT reading test.

Recommendations for Building Level Administrators

Share the responsibility of increased performance on the CRCT with GAT. According to the school system's organizational chart, teachers are directly responsible for student achievement, more so than any other members above them on the hierarchy. Provide meaningful professional development on a regular basis devoted to teaching teachers how to implement higher order thinking skills and lesson planning. Utilize professional development funds to conduct some Saturday training session instead of at the end of the day when teachers are tired and not fully focused.

Building administrators should also make arrangements for teachers to visit others schools in the district that have experienced increases in second grade reading scores. Earmark funds so that teachers can attend state and national reading conferences. In order to develop leadership skills in teachers, the principal should rotate grade level chairs in order to empower each teach and build their self confidence.

As the entity responsible for student achievement for the entire school, the principal should take steps to ensure the following:

- Conduct CRCT data analysis at the beginning of the school year with leadership team/design team in order to map the field of student performance in reading and to identify professional development needed to prepare faculty to address failed outcomes.
- Leadership team/design team members conduct similar data analysis with respective Grade Achievement Team (GAT). GAT under the leadership of the grade chairperson lead the grade level in analyzing reading scores for the grade level. The grade level will identify professional development needs for counteracting failed student outcomes on the CRCT.
- Principal and leadership team/design team plan professional development calendar for the year to include sessions on: Higher Order Thinking Skills (HOTS), Achievement Lesson Planning System (ALSP), Observation Based Instructional Assessment (OBIA).

- Principal, assistant principal and instructional liaison specialist conduct daily classroom visitations and weekly classroom observations to ensure that teachers are implementing strategies as expected and to provide feedback.
- Empower grade level peers to conduct classroom observations. Data gathered should be used to improve instruction.
- Conduct on-going/periodic school-wide/grade level assessments in the CRCT format to measure progress towards goals. Results should be used to inform instruction.
- Compare post CRCT with pre CRCT. Analyze results. List variables that possibly contributed to outcomes.

Recommendations for Executive Director

Executive director is responsible for reading outcomes in all schools within her School Reform Team (SRT). It is recommended that she follows the process as outline above with the principals in her SRT. The executive director should provide people resources that principals need in order to meet the mandates of the superintendent and the state. The executive director and her staff should make regular visits to schools to ensure that principals and their staff are implementing the curriculum utilizing HOTS and other strategies mentioned above to ensure that the interest and needs of the students are being met. Feedback to principals should be immediate and specific to reading achievement.

Recommendations for the Superintendent

The superintendent should conduct pre/post planning sessions with executive directors. Student achievement data on the CRCT should be analyzed for the school

system. Executive directors are encouraged to do likewise with his/her SRT. The superintendent and staff will conduct a session identifying strengths and weaknesses on the CRCT. More resources, both fiscal and personnel, should be allocated to SRTs with the lowest achievement scores in reading for professional development, tutors and other resources. The strategic planning department should share the superintendent's plan for increasing student achievement across the school district. The superintendent should schedule a meeting at least once a semester with the executive directors to receive updates of performance based on benchmark assessments. Make school visitations to encourage principal, teachers and students to stay the course. The superintendent should direct the Research, Planning and Accountability Department to conduct CRCT testing once in the fall and once in the spring. This way when scores are compared, they will be student score for the current school and not the previous grade's scores compared to the present grades scores.

Recommendation for the Local School Board

The local school board should pass policies that empower the superintendent to implement research-based programs designed to provide support to classroom teachers who are directly responsible for improving CRCT reading scores.

Recommendations for the State Board of Education

The state board of education, in calculating adequate yearly progress should decide to utilize gain scores as an indicator of student achievement. The board of education should also allow school systems to administer the CRCT in the fall at no charge to the school system.

Recommendation for Future Researchers

The findings from this study showed that there was not a significant relationship between HOTS and POSTCRCT. The researcher feels that this might be due to the short length of time that the treatment was implemented. It is recommended to future researchers to begin the study in the early fall and continue throughout the year in order to promote sustainability. Another strategy to promote sustainability is looping. Looping is a method wherein the teacher remains with the same group of student for two years at a minimum (Moffett, 2005). However, one of the advantages is that looping prevents time wasted at the beginning of the school year with pre-tests and reviews because the teacher knows the students strengths and weaknesses and can move right into instruction. Looping also lowers the level of anxiety that parents and students feel at the beginning of the school year. The parent should have an established relationship with the teacher which is beneficial to the student because the parents know the teacher's routine for assigning work.

APPENDIX A

Teacher Questionnaire

Scale: 1 = Never; 2 = A Few Times; 3 = Sometimes; 4 = Most Times; 5 = Always					
A. Supervision of Teachers involves collaboration around lesson planning for reading in terms of student failure and strategies for improvement. To what extent do administrators					
1. Make the decisions and ask faculty to implement	1	2	3	4	5
2. Ask faculty to decide on how to solve problems	1	2	3	4	5
3. Discuss with faculty how to improve lesson planning so that weak students achieve at grade level or above	1	2	3	4	5
4. Utilize faculty opinions to develop lesson planning steps so that will enable weak students to achieve at grade level or above	1	2	3	4	5
5. Ask teachers to identify weak students and/or those with low performance on CRCT	1	2	3	4	5
6. Ask teachers to identify causes for low performance in class or on CRCT	1	2	3	4	5
7. Ask teachers to develop instructional strategies to counteract causes	1	2	3	4	5
8. Discuss with teachers how to utilize differentiated instruction to improve student performance	1	2	3	4	5
9. Discuss with teachers how to teach weak students to master higher order thinking skills	1	2	3	4	5
10. Discuss with teachers how to develop test to measure higher order thinking skills	1	2	3	4	5
B. Professional development refers teacher opinion on the effectiveness of workshops, seminars, and conferences as provided by the school system. To what extent do professional development activities					

Appendix A (continued)

Scale: 1 = Never; 2 = A Few Times; 3 = Sometimes; 4 = Most Times; 5 = Always					
11. Enable weak students to exceed in reading performance	1	2	3	4	5
12. Show teachers how to implement differentiated instruction in reading	1	2	3	4	5
13. Show teachers how classroom management works in the classroom	1	2	3	4	5
14. Show teachers how flexible grouping for reading instruction works in the classroom	1	2	3	4	5
C. In the area of lesson planning for reading, the format includes the following:					
15. Identification of students who performed below grade level	1	2	3	4	5
16. Identification of probable causes for student failure	1	2	3	4	5
17. Explanation of how the chosen methodology will counteract the causes to improve performance	1	2	3	4	5
18. Procedures for differentiating instruction	1	2	3	4	5
19. Assessment of student performance	1	2	3	4	5
20. Utilization of assessment results to improve lesson planning	1	2	3	4	5
D. Teacher expectation refers to teacher beliefs about the capability of students in developing higher order thinking skills. Generally,					
21. Students in level I can move to level 2 or above	1	2	3	4	5
22. Students in level 2 can move to level 3?	1	2	3	4	5
23. Students in level 3 can maintain their positions	1	2	3	4	5
24. All students can learn equally well	1	2	3	4	5
25. A student's CRCT pre-assessment score (from previous year) is a predictor of performance on the CRCT post-assessment?	1	2	3	4	5

Appendix A (continued)

Scale: 1 = Never; 2 = A Few Times; 3 = Sometimes; 4 = Most Times; 5 = Always					
E. Teacher effectiveness in the delivery in reading instruction refers to the extent in which teachers perceive that students are responsive to their teaching methods. Generally, in the reading classes, Weak or Level I students:					
26. Are responsive to innovative teaching strategies	1	2	3	4	5
27. Tend to have personal experiences that are appropriate for teaching higher order thinking skills	1	2	3	4	5
28. Can relate reading strategies to lessons in social studies, science and math	1	2	3	4	5
29. Volunteer to answer higher order questions	1	2	3	4	5
30. Utilize higher order thinking skills to answer teacher questions	1	2	3	4	5
31. Are motivated to be on task by teacher praise	1	2	3	4	5
F. Student motivation involves students staying on-task and seeking assistance when help is needed. Generally, in reading					
32. Weak students are on task	1	2	3	4	5
33. Weak students can apply themselves on on-task if given attention	1	2	3	4	5
34. Weak students know how to work collaboratively in groups	1	2	3	4	5
35. Weak students tend to become self-motivated if assisted	1	2	3	4	5
G. Parental Involvement refers to parents who attend parent conferences, who respond to written communications and progress reports and who assist child with homework. Generally, on the reading portion of the CRCT, students:					
36. In level 1 receive assistance with homework from parents	1	2	3	4	5
37. In level 2 receive assistance with homework from parents	1	2	3	4	5
38. In level 3 receive assistance with homework from parents	1	2	3	4	5

Appendix A (continued)

Scale: 1 = Never; 2 = A Few Times; 3 = Sometimes; 4 = Most Times; 5 = Always					
39. In level 1 have parents who respond to requests for parent conferences	1	2	3	4	5
40. In level 2 have parents respond to requests for parent conferences	1	2	3	4	5
41 In level 3 have parents respond to requests for parent conferences	1	2	3	4	5
42. In level 1 have parents who respond to written communication and progress reports	1	2	3	4	5
43. In level 2 have parents who respond to written communication and progress reports	1	2	3	4	5
44. In level 3 have parents who respond to written communication and progress reports	1	2	3	4	5
H. Teacher perceptions of college course relevance refers to their views about course effectiveness in preparing teachers to teach in urban settings. Generally,					
45. College courses prepare teachers to teach reading in urban environments	1	2	3	4	5
46. College courses prepare teachers for classroom management of urban students	1	2	3	4	5
47. College courses prepare teachers to teach different instructional levels in urban classrooms	1	2	3	4	5
48. College courses prepare teachers to teach whole group instruction in urban classrooms	1	2	3	4	5

Demographic Variables

49. Check the grade level that you teach

(1) Grade Kdg. _____ (2) Grade 1_____ (3) Grade 2___
(4) Grade 3_____ (5.) Grade 4_____ (6) Grade 5____

50. Check number of years teaching:

(1) 1-2 years_____ (2) 3-5 years_____ (3) 6-10 years_____ (4) 11-15 years_____
(5) 16 plus years_____

Appendix A (continued)

51. Check your Educational Level:

(1) B.S. Degree _____ (2) MA Degree_____ (3) Ed.S Degree plus_____

52. Are you a certified reading specialist? (1) Yes _____ (2) No _____

53. Have you completed the APS reading endorsement program for teachers
(1) Yes _____ (2) No _____

54. Check the number of college courses you have had in reading instruction.

(1) 1-2 courses ___ (2) 3-4 courses ____ (3) 5-6 courses ____ (4) 7 or more courses ____

55. What percentage of your students is on free and reduced lunch?

(1) 10% or Less____ (2) 11-20%____ (3) 21-30%____ (4) 31-40%____ (5) 51-60%____

(6) 51-70%____ (7) 71___80%____ (8) 81-90%____ (9) 91-100___

56. What is your class size?

(1) Less than 18____ (2) 19-20___ (3) 21-22____ (4) 23-24____ (5) 25-26____
(6) 27 plus____

APPENDIX B

Factor Analyses of All Variables

Table B1

Rotated Component Matrix (Components 1-5)

	Component				
	1	2	3	4	5
STUMOTIV	.871	-1.358E-02	-6.249E-02	8.715E-02	.127
TCHEXPEC	.761	.310	.158	-1.446E-02	.203
COLGPREP	.705	.186	-.199	-.160	1.551E-02
TDELIVER	.691	.356	-9.931E-02	.261	-.335
PARINV	.673	.228	6.317E-02	-.472	4.767E-02
COLCOURS	.651	-.232	8.461E-03	.331	-.102
INSTRSUP	.157	.890	-5.843E-02	.125	2.417E-03
ACHLPLAN	.311	.828	-2.838E-02	-.163	.218
STAFFDEV	4.706E-02	.585	-.125	-.509	-3.411E-02
GRADELEV	.125	-.464	-.243	.369	.359
YRSTCH	.201	.145	-.785	-.108	-.112
CLASIZE	-7.177E-03	-3.178E-02	.740	-.347	-.328
STUFRL	.202	7.894E-02	.562	.419	9.874E-02
TCEDUC	2.690E-02	-3.270E-02	4.121E-02	.808	-7.397E-02
APSREAD	7.447E-02	-2.848E-02	-.120	-.111	.770
CERTREAD	-3.503E-02	.284	.448	.115	.674
Variance	25.75	14.92	11.93	9.45	7.83

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 13 iterations.

Appendix B (continued)

Table B2

Rotated Component Matrix(Components 1-2)

	Component	
	1	2
STUMOTIV	.881	-.129
TCHEXPEC	.801	.202
TDELIVER	.738	.186
COLGPREP	.694	.224
COLCOURS	.640	-.397
PARINV	.626	.394
ACHLPLAN	.415	.778
STAFFDEV	6.041E-02	.748
INSTRSUP	.303	.708
GRADELEV	.158	-.634
Variance	39.91	20.69

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 3 iterations.

APPENDIX C

Student Data Interview Form (SDIF)

1 = Well Below Expectations; 2 = Below Expectations; 3 = Meets Expectations;
4 = Above Expectations; 5 = Well Above Expectations

Rate this student to the extent that he/she is:	1	2	3	4	5
1. Able to utilize everyday experiences into learning textbook knowledge					
2. Able to relate new concepts to previous concepts taught					
3. Able to relate concepts in one subject area to other subject areas					
4. Able to remember and recall basic facts as taught					
5. Able to understand at a simple level					
6. Able to apply knowledge to new situations					
7. Able to see cause-effect relationships (or how ideas and concepts are inter-related)					
8. Able to create new and worthy ideas					
9. Able to select/judge whether one idea is better than another idea					
10. Able to accept responsibility (able to accept responsibility when wrong)					
11. Able to cooperate and collaborate with others					

Appendix C (continued)

Provide demographic data for student and teacher:

12. Current grade in reading class: (1) A (2) B (3) C (4) F

13. CRCT Reading Pretest Scores: Level 1 (Does Not Meet); Level 2 (Meets); Level 3 (Exceeds)

14. CRCT Reading Posttest Scores: Level 1 (Does Not Meet); Level 2 (Meets); Level 3 (Exceeds)

15. Student gender: (1) Female; (2) Male

16. Race: (1) African American; (2) Caucasian; (3) Hispanic; (4) Asian; (5) Multi-racial; (6) Other

17. Meal Status: (1) Pay; (2) Reduced; (3) Free

18. Student lives with: (1) Both Parents; (2) Mom; (3) Dad; (4) Grandparent; (5) Grandparent and Mom; (6) Grandparent and Dad; (7) Other

19. Mother's job: (1) Unknown; (2) Unemployed; (3) Unskilled; (4) Semiskilled; (5) Skilled; (6) Highly Skilled; (7) Lower Management; (8) Upper Management

20. Father's job: (1) Unknown; (2) Unemployed; (3) Unskilled; (4) Semiskilled; (5) Skilled; (6) Highly Skilled; (7) Lower Management; (8) Upper Management

21. Number of siblings: (1) 0; (2) 1; (3) 2; (4) 3; (5) 4 or more

22. Student job aspiration: (1) Unknown; (2) Unemployed; (3) Unskilled; (4) Semiskilled; (5) Skilled; (6) Highly Skilled; (7) Lower Management; (8) Upper Management

23. Teacher Gender: (1) Female; (2) Male

24. Years of teaching experience: (1) 0-5; (2) 6-10; (3) 11-15; (4) 16-20; (5) 21-30

APPENDIX D

Results of Correlation Analyses

Table D1

Table Results on Pearson Correlation

		STUMOTIV	TCHEXPEC
STUMOTIV	Pearson Correlation	1.000	.710
	Sig. (2-tailed)	.000	.000
	N	41	41
TCHEXPEC	Pearson Correlation	.710	1.000
	Sig. (2-tailed)	.000	.000
	N	41	41
INSTRSUP	Pearson Correlation	.156	.351
	Sig. (2-tailed)	.330	.025
	N	41	41
ACHLPLAN	Pearson Correlation	.279	.564
	Sig. (2-tailed)	.078	.000
	N	41	41
TDELIVER	Pearson Correlation	.578	.545
	Sig. (2-tailed)	.000	.000
	N	41	41

Appendix D (continued)

Table D1 (continued)

		STUMOTIV	TCHEXPEC
PARINV	Pearson Correlation	.426	.560
	Sig. (2-tailed)	.006	.000
	N	41	41
COLGPREP	Pearson Correlation	.519	.383
	Sig. (2-tailed)	.001	.014
	N	41	41
GRADELEV	Pearson Correlation	.197	.074
	Sig. (2-tailed)	.217	.644
	N	41	41
COLCOURS	Pearson Correlation	.495	.302
	Sig. (2-tailed)	.001	.055
	N	41	41

Appendix D (continued)

Table D2

Regression Analysis with Teacher Expectations as Dependent

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.627	.369		4.405	.000
	TCMOTIV	.626	.099	.710	6.295	.000
2	(Constant)	.485	.426		1.139	.262
	TCMOTIV	.529	.088	.599	5.994	.000
	ACHLPLAN	.380	.096	.398	3.977	.000
3	(Constant)	.104	.500		.207	.837
	TCMOTIV	.470	.111	.532	4.226	.000
	ACHLPLAN	.381	.150	.398	2.536	.016
	INSTRSUP	-3.030E-02	.154	-.029	-.197	.845
	STAFFDEV	-6.854E-02	.084	-.095	-.814	.421
	TDELIVER	.125	.119	.131	1.051	.301
	PARINV	.324	.143	.304	2.273	.030
	COLGPREP	-.180	.088	-.263	-2.052	.048

a Dependent Variable: TCHEXPEC Adjusted R Square change = .658 F = 11.979

Appendix D (continued)

Table D3

Regression Results with Motivation as Dependent

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.496	.506		.980	.333
	TCHEXPEC	.805	.128	.710	6.295	.000
2	(Constant)	.258	.484		.533	.597
	TCHEXPEC	.679	.130	.599	5.237	.000
	COLGPREP	.225	.089	.290	2.534	.016
3	(Constant)	.675	.507		1.332	.191
	TCHEXPEC	.823	.143	.726	5.759	.000
	COLGPREP	.262	.087	.338	3.009	.005
	ACHLPLAN	-.279	.136	-.258	-2.053	.047
4	(Constant)	.730	.619		1.180	.246
	TCHEXPEC	.748	.177	.660	4.226	.000
	COLGPREP	.244	.110	.315	2.228	.033
	ACHLPLAN	-.159	.205	-.147	-.775	.444
	INSTRSUP	-8.604E-02	.194	-.074	-.444	.660
	STAFFDEV	-6.313E-02	.107	-.077	-.592	.558

Appendix D (continued)

Table D3 (continued)

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
TDELIVER	.197	.149	.181	1.319	.196
PARINV	-.102	.193	-.084	-.529	.600

a Dependent Variable: STUMOTIV

Adjusted R square change = 576 F = 8.763 S = .000

APPENDIX E

Treatment Plan

Intern: Sarah Kirksey Haynes
Grade Level: Second
Subject: Reading
Number of Teachers: 5
Number of Students: 90
School Year: 2007-2008
Grade Level Meeting: Mondays @ 11:55 A.M.-2:10 P.M.

Date	Objective (s) Teachers will:	Activities	Resources/Follow-Up
Oct. 2007	Identify dependent and independent variables List possible causal factors	Second grade teachers will • Use formative 2007 CRCT reading results, rank order class results • Tell percent and actual number of students in Level l, 2 and 3 • Compare results of girls versus boys at each level • Show the lunch status of each student	Student CRCT test data Student surveys Read – Hess and Shipman article for next Monday we will discuss their theory about language development in children from low SES homes
Oct. 2007	Summarize research conducted by Hess and Shipman Discuss research findings and implications for classroom instruction	• Teachers will work in pairs to summarize the research article • Make Venn Diagram to compare characteristics of population in the Hess and Shipman article to their current student population. • Teachers will discuss instructional implications based on Hess and Shipman	Researcher will prepare individual fact cards on the Hess and Shipman article which will answer the 5Ws and How. Second grade teachers will work in pairs to match the answer card with each question card. Administer an interest inventory to second grade class. Bring inventories to next Monday's grade level meeting.

Appendix E (continued)

Date	Objective (s) Teachers will:	Activities	Resources/Follow-Up
Oct. 2007	Identify the interests of second grade boys and girls and discuss implications for instruction Demonstrate how to teach a reading lesson utilizing students' experiential background and everyday experiences	• Second grade teachers will generate a chart of the things that interest boys and the things that interest girls and the things that they all like • The researcher will use a short story or poem to demonstrate to the second grade teachers how to teach a reading lesson that incorporates the learners background with text.	Second grade interest inventories; a copy of "The Wind" or a similar poem or short story. For next Monday's grade level meeting, teachers will prepare 10 multiple choice questions based on the poem or short story used in the demonstration lesson. Make six copies of your questions.
Nov. 2007	Share the 10 multiple choice questions (MCQ) based on "The Wind" or another poem or short story. Review Bloom's Taxonomy	• Second grade teachers will share with the group sample questions • The group will discuss any concerns or problems experienced in carrying out this task.	Copies of each teacher's ten MCQs. Teacher's personal size flip chart of Bloom's Taxonomy. Distribute copies of High Definition Lesson Planning document (Persaud and Turner, 2007). Teacher should compare this document to the 26 Best Practices informal observation instrument utilized by the district. Come prepared to discuss on Monday.
Nov. 2007	Compare and contrast the High Definition Lesson Planning document (Persaud, Turner, 2007) to the 26 Best Practices informal observation form Select a second grade co-teacher for first demonstration lesson	• The researcher will summarize the components of the High Definition Lesson Planning form. • The second grade teachers will identify where to fit each of the 26 Best Practices fit into the lesson planning document (district requirement)	High Definition Lesson Planning document (Persaud and Turner, 2007) Meet with second grade co-teacher to plan the demonstration reading lesson and to make arrangement for videotaping. Distribute copies of OBIA (Persaud and Turner, 2007) to be utilized at next grade level session.

Appendix E (continued)

Date	Objective (s) Teachers will:	Activities	Resources/Follow-Up
Nov. 2007	Discuss components of OBIA (Persaud & Turner, 2007) View second grade reading lesson as taught by researcher and a second grade teacher Critique reading lesson utilizing OBIA.	• The second grade team will review Bloom's Taxonomy as it related to the OBIA. Then, view the tape of last week's co-teaching lesson.	OBIA (Persaud & Turner, 2007), flip chart of Bloom's Taxonomy and video of second grade reading lesson Continue this session for next Monday, also.
Nov. 2007	Continuation of objectives and activities from week of Nov. 19th		Utilize critique from videotaping lesson #1 to plan and develop videotaping lesson #2 with the same second grade teacher. MCQs will be given to second grade students at the beginning and the end of the lesson. Give the second grade teachers a different poem or article on which to write 12 MCQ- two for each level of Bloom's Taxonomy.
Dec. 2007	Share MCQs with the grade level Discuss implications of writing MCQs To view and critique videotaping #2	• Second grade teachers will distribute MCQs. Then, view and critique lesson #2. They will offer recommendations, if needed.	Two of the remaining four second grade teachers should plan and prepare a reading lesson utilizing the format and procedures as discussed and demonstrated via videotaping #1 and #2.
Dec. 2007	View and critique videotaped reading lessons as taught by second grade teachers	• The second grade team will view reading lessons as taught by grade level colleagues. They will use the OBIA (Persaud & Turner, 2007) to rate each lesson	The remaining two second grade teachers will plan and prepare a reading lesson utilizing the format and procedures as discussed and demonstrated via video tapings 1-4

Appendix E (continued)

Date	Objective (s) Teachers will:	Activities	Resources/Follow-Up
Dec. 2007	View and critique videotaped reading lessons as taught by second grade teachers	• The second grade team will view reading lessons as taught by grade level colleagues. They will use the OBIA (Persaud & Turner, 2007) to rate each lesson.	During the second semester of the school year 2007-2008, the second grade teachers will continue to implement instructional strategies developed over the past 8 weeks. They will also devote at least 25% of grade level meeting time for the discussion of student reading achievement. The researcher will conduct weekly visits to each second grade reading class and grade level meeting in order to monitor implementation.
April/May 2008	Collect summative test data	• All second grade students will be administered the Georgia CRCT reading test. Student performance will be compared based on gender and SES.	

APPENDIX F

Statistical Tables

Table F1

Descriptives: TEXPRATE

Teachers		N Students	Mean Gain	Std. Deviation
1		19	3.0096	.7297
2		19	3.8995	1.2162
3		18	3.0808	.7151
4		17	3.5738	1.0338
5		17	3.7112	1.0853
Total		90	3.4508	1.0181
Model	Fixed Effects			.9753

Table F2

ANOVA: TEXPRATE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.399	4	2.850	2.996	.023
Within Groups	80.850	85	.951		
Total	92.249	89			

Appendix F (continued)

Table F3

TEXPRATE

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum	Between-Component Variance
1		19	3.0096	.7297	.1674	2.6579	3.3613	2.00	4.36	
2		19	3.8995	1.2162	.2790	3.3133	4.4857	1.55	5.00	
3		18	3.0808	.7151	.1685	2.7252	3.4364	1.45	4.45	
4		17	3.5738	1.0338	.2507	3.0423	4.1053	1.64	4.82	
5		17	3.7112	1.0853	.2632	3.1532	4.2693	2.00	5.00	
Total		90	3.4508	1.0181	.1073	3.2376	3.6640	1.45	5.00	
Model	Fixed Effects			.9753	.1028	3.2464	3.6552			
	Random Effects				.1781	2.9563	3.9454			.1055

Table F4

ANOVA: TEXPRATE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.399	4	2.850	2.996	.023
Within Groups	80.850	85	.951		
Total	92.249	89			

Appendix F (continued)

Table F5

Descriptives: HOTSPRET

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
1	19	4.0000	.0000	.0000	4.0000	4.0000	4.00	4.00
2	19	4.0000	.0000	.0000	4.0000	4.0000	4.00	4.00
3	18	3.0000	.0000	.0000	3.0000	3.0000	3.00	3.00
4	17	1.0000	.0000	.0000	1.0000	1.0000	1.00	1.00
5	17	1.0000	.0000	.0000	1.0000	1.0000	1.00	1.00
Total	90	2.6667	1.3575	.1431	2.3824	2.9510	1.00	4.00

Table F6

ANOVA: HOTSPRET

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	164.000	4	41.000	.	
Within Groups	.000	85	.000		
Total	164.000	89			

Appendix F (continued)

Table F7

Descriptives: HOTSPOST

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum	Between-Component Variance
1		19	20.0000	.0000	.0000	20.0000	20.0000	20.00	20.00	
2		19	23.0000	.0000	.0000	23.0000	23.0000	23.00	23.00	
3		18	17.0000	.0000	.0000	17.0000	17.0000	17.00	17.00	
4		17	15.0588	.2425	5.882E-02	14.9341	15.1835	15.00	16.00	
5		17	20.0000	.0000	.0000	20.0000	20.0000	20.00	20.00	
Total		90	19.1000	2.7562	.2905	18.5227	19.6773	15.00	23.00	
Model	Fixed Effects			.1052	1.109E-02	19.0779	19.1221			
	Random Effects				1.3716	15.2919	22.9081			9.3824

Table F8

ANOVA: HOTSPOST

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	675.159	4	168.790	15243.820	.000
Within Groups	.941	85	1.107E-02		
Total	676.100	89			

Appendix F (continued)

Table F9

Descriptives: HOTSGAIN

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum	Between-Component Variance
1		19	16.0000	.0000	.0000	16.0000	16.0000	16.00	16.00	
2		19	19.0000	.0000	.0000	19.0000	19.0000	19.00	19.00	
3		18	14.0000	.0000	.0000	14.0000	14.0000	14.00	14.00	
4		17	14.0588	.2425	5.882E-02	13.9341	14.1835	14.00	15.00	
5		17	19.0000	.0000	.0000	19.0000	19.0000	19.00	19.00	
Total		90	16.4333	2.2338	.2355	15.9655	16.9012	14.00	19.00	
Model	Fixed Effects			.1052	1.109E-02	16.4113	16.4554			
	Random Effects				1.1112	13.3482	19.5185			6.1582

Table F10

ANOVA: HOTSGAIN

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	443.159	4	110.790	10005.695	.000
Within Groups	.941	85	1.107E-02		
Total	444.100	89			

Appendix F (continued)

Table F11

Descriptives: PRECRCT

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean: Lower Bound	95% Confidence Interval for Mean: Upper Bound	Minimum	Maximum	Between-Component Variance
1		19	2.26	.45	.10	2.05	2.48	2	3	
2		19	2.32	.75	.17	1.95	2.68	1	3	
3		18	2.06	.73	.17	1.69	2.42	1	3	
4		17	2.53	.51	.12	2.26	2.79	2	3	
5		17	2.53	.51	.12	2.26	2.79	2	3	
Total		90	2.33	.62	6.52E-02	2.20	2.46	1	3	
Model	Fixed Effects			.61	6.39E-02	2.21	2.46			
	Random Effects				8.82E-02	2.09	2.58			1.84E-02

Table F12

ANOVA: PRECRCT

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.795	4	.699	1.904	.117
Within Groups	31.205	85	.367		
Total	34.000	89			

Appendix F (continued)

Table F13

Descriptives: CRCTGAIN

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum	Between-Component Variance
1		19	-.1053	.6578	.1509	-.4223	.2118	-2.00	1.00	
2		19	5.263E-02	.6213	.1425	-.2468	.3521	-1.00	2.00	
3		18	.1111	.6764	.1594	-.2253	.4475	-1.00	1.00	
4		16	-.3125	.6021	.1505	-.6333	8.326E-03	-2.00	.00	
5		17	-.1765	.5286	.1282	-.4482	9.531E-02	-1.00	1.00	
Total		89	-7.8652E-02	.6257	6.632E-02	-.2105	5.315E-02	-2.00	2.00	
Model	Fixed Effects			.6213	6.586E-02	-.2096	5.231E-02			
	Random Effects				7.550E-02	-.2883	.1310			6.788E-03

Table F14

ANOVA CRCTGAIN

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.027	4	.507	1.313	.272
Within Groups	32.423	84	.386		
Total	34.449	88			

Appendix F (continued)

Table F15

Descriptives: PRECRCT

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum	Between-Component Variance
1		19	2.26	.45	.10	2.05	2.48	2	3	
2		19	2.32	.75	.17	1.95	2.68	1	3	
3		18	2.06	.73	.17	1.69	2.42	1	3	
4		17	2.53	.51	.12	2.26	2.79	2	3	
5		17	2.53	.51	.12	2.26	2.79	2	3	
Total		90	2.33	.62	6.52E-02	2.20	2.46	1	3	
Model	Fixed Effects			.61	6.39E-02	2.21	2.46			
	Random Effects				8.82E-02	2.09	2.58			1.84E-02

Table F16

ANOVA: PRECRCT

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.795	4	.699	1.904	.117
Within Groups	31.205	85	.367		
Total	34.000	89			

Appendix F (continued)

Table F17

Descriptives: POSTCRCT

		N	Mean	Std Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum	Between-Component Variance
1		19	2.16	.60	.14	1.87	2.45	1	3	
2		19	2.37	.83	.19	1.97	2.77	1	3	
3		18	2.17	.62	.15	1.86	2.47	1	3	
4		16	2.25	.58	.14	1.94	2.56	1	3	
5		17	2.35	.61	.15	2.04	2.66	1	3	
Total		89	2.26	.65	6.88E-02	2.12	2.40	1	3	
Model	Fixed Effects			.66	6.97E-02	2.12	2.40			
	Random Effects				6.97E-02	2.06	2.45			-1.41E-02

a Warning: Between-component variance is negative. It was replaced by 0.0 in computing this random effects measure.

Table F18

ANOVA POSTCRCT

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.726	4	.182	.420	.794
Within Groups	36.330	84	.432		
Total	37.056	88			

Appendix F (continued)

Table F19

Descriptives: POSTCRCT

		N	Mean	Std Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum	Between-Component Variance
1		19	2.16	.60	.14	1.87	2.45	1	3	
2		19	2.37	.83	.19	1.97	2.77	1	3	
3		18	2.17	.62	.15	1.86	2.47	1	3	
4		16	2.25	.58	.14	1.94	2.56	1	3	
5		17	2.35	.61	.15	2.04	2.66	1	3	
Total		89	2.26	.65	6.88E-02	2.12	2.40	1	3	
Model	Fixed Effects			.66	6.97E-02	2.12	2.40			
	Random Effects				6.97E-02	2.06	2.45			-1.41E-02

a Warning: Between-component variance is negative. It was replaced by 0.0 in computing this random effects measure

Table F20

ANOVA: POSTCRCT

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.726	4	.182	.420	.794
Within Groups	36.330	84	.432		
Total	37.056	88			

Appendix F (continued)

Table 21

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.861	21.451	21.451	3.861	21.451	21.451	3.260	18.111	18.111
2	3.209	17.828	39.279	3.209	17.828	39.279	2.941	16.337	34.448
3	1.710	9.498	48.776	1.710	9.498	48.776	1.804	10.023	44.471
4	1.635	9.081	57.857	1.635	9.081	57.857	1.690	9.389	53.860
5	1.401	7.783	65.640	1.401	7.783	65.640	1.531	8.505	62.365
6	1.190	6.610	72.250	1.190	6.610	72.250	1.524	8.465	70.830
7	1.012	5.624	77.874	1.012	5.624	77.874	1.268	7.044	77.874
8	.867	4.816	82.691						
9	.733	4.074	86.764						
10	.586	3.254	90.018						
11	.500	2.776	92.794						
12	.386	2.143	94.937						
13	.379	2.106	97.043						
14	.304	1.691	98.734						
15	.122	.679	99.413						
16	.106	.587	100.000						

Appendix F (continued)

Table F 21 (continued)

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
17	1.626E-16	9.035E-16	100.000						
18	-2.103E-17	-1.168E-16	100.000						

Extraction Method: Principal Component Analysis.

Table F22

Rotated Component Matrix

	Component						
	1	2	3	4	5	6	7
TEXPRATE	918	.131	9.573E-02	.113	3.881E-02	7.461E-02	-5.261E-02
READGD	-.860	.125	4.292E-02	-6.026E-02	-2.064E-02	-4.828E-02	4.228E-02
POSTCRCT	.773	6.504E-02	.177	4.254E-02	.485	8.789E-02	-.138
PRECRCT	.748	1.384E-02	.163	.133	-.476	.153	-.112
HOTSPOST	2.161E-02	.979	-1.238E-02	-.109	4.750E-02	-2.351E-02	-4.910E-02
TCHEXP	3.238E-02	-.893	-6.060E-02	.287	-1.271E-02	.121	8.339E-02
HOTSGAIN	7.849E-02	.891	6.230E-02	.311	-4.039E-03	-2.481E-02	-7.795E-03
LIVESWTH	9.672E-02	4.912E-02	-.795	-1.516E-02	2.604E-05	-2.916E-02	-5.874E-02
DADJOB	.252	.117	.757	.197	9.616E-02	4.466E-02	-.113
RACE	.215	3.541E-02	.577	-.497	-.131	-.114	.151

Appendix F (continued)

Table F22 (continued)

	Component						
	1	2	3	4	5	6	7
HOTSPRET	-8.570E-02	.510	-.128	-.732	.103	-6.634E-03	-8.643E-02
MOMJOB	.302	.107	7.534E-02	.714	-.108	229	4.995E-02
CRCTGAIN	5.983E-02	5.372E-02	2.145E-02	-8.790E-02	.974	-6.078E-02	-3.196E-02
CAREER	.199	-.158	3.728E-02	.117	5.847E-02	.795	.224
GENDER	-.162	-1.748E-02	4.514E-02	-.106	.198	-.646	.218
TCHGEND	.397	4.740E-02	-5.898E-02	-3.556E-03	-.101	-.540	.369
SIBLINGS	-8.009E-02	-3.337E-02	.191	.184	-7.701E-02	-.168	.716
MEALSTAT	-.247	-.180	-.351	-.254	9.595E-02	.165	.652

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

a Rotation converged in 11 iterations.

Table F23

Correlations

		PRECRCT	POSTCRCT	CRCTGAIN	HOTSPRET	HOTSPOST	HOTSGAIN
TEXPRATE	Pearson Correlation	.705	.751	.080	-.105	143	240
	Sig. (2-tailed)	000	000	.457	.325	.180	.023
	N	90	89	89	90	90	90
READGD	Pearson Correlation	-.570	-.571	-.029	.132	057	-.010
	Sig. (2-tailed)	000	000	.785	214	596	922
	N	90	89	89	90	90	90

Appendix F (continued)

Table F23 (continued)

		PRECRCT	POSTCRCT	CRCTGAIN	HOTSPRET	HOTSPOST	HOTSGAIN
TCHEXP	Pearson Correlation	.013	-.067	-.090	-.675	-.873	-.667
	Sig. (2-tailed)	.900	.533	.401	.000	.000	.000
	N	90	89	89	90	90	90
LIVESWTH	Pearson Correlation	-.035	-.026	.006	.110	.033	-.026
	Sig. (2-tailed)	.747	.808	.959	.302	.754	.811
	N	90	89	89	90	90	90
MOMJOB	Pearson Correlation	.378	.233	-.135	-.438	.005	.272
	Sig. (2-tailed)	.000	.028	.207	.000	.965	.009
	N	90	89	89	90	90	90
DADJOB	Pearson Correlation	.325	.393	.074	-.139	.063	.162
	Sig. (2-tailed)	.002	.000	.493	.191	.556	.127
	N	90	89	89	90	90	90
CAREER	Pearson Correlation	.203	.168	-.032	-.215	-.184	-.097
	Sig. (2-tailed)	.055	.116	.765	.042	.082	.363
	N	90	89	89	90	90	90
GENDER	Pearson Correlation	-.265	-.126	.128	.088	.011	-.039
	Sig. (2-tailed)	.012	.238	.232	.410	.915	.713
	N	90	89	89	90	90	90
TCHGEND	Pearson Correlation	.098	.096	-.006	-.045	.027	.061
	Sig. (2-tailed)	.358	.372	.954	.676	.799	.570
	N	90	89	89	90	90	90
RACE	Pearson Correlation	.148	.144	.004	.155	.086	.012
	Sig. (2-tailed)	.162	.177	.967	.143	.421	.914
	N	90	89	89	90	90	90

Appendix F (continued)

Table F23 (continued)

		PRECRCT	POSTCRCT	CRCTGAIN	HOTSPRET	HOTSPOST	HOTSGAIN
SIBLINGS	Pearson Correlation	-.029	-.109	-.095	-.188	-.148	-.068
	Sig. (2-tailed)	.789	.310	.377	.075	.164	.525
	N	90	89	89	90	90	90
MEALSTAT	Pearson Correlation	-.328	-.285	.027	.064	-.181	-.262
	Sig. (2-tailed)	.002	.007	.800	.549	.088	.013
	N	90	89	89	90	90	90

		POSTCRCT	CRCTGAIN	HOTSPOST	HOTSGAIN
PRECRCT	Pearson Correlation	.515	-.458	-.013	.106
	Sig. (2-tailed)	.000	.000	.902	.321
	N	89	89	90	90
HOTSPRET	Pearson Correlation	-.036	.172	.595	.126
	Sig. (2-tailed)	.739	.108	.000	.237
	N	89	89	90	90
TEXPRATE	Pearson Correlation	.751	.080	.143	.240
	Sig. (2-tailed)	.000	.457	.180	.023
	N	89	89	90	90
READGD	Pearson Correlation	-.571	-.029	.057	-.010
	Sig. (2-tailed)	.000	.785	.596	.922
	N	89	89	90	90
TCHEXP	Pearson Correlation	-.067	-.090	-.873	-.667
	Sig. (2-tailed)	.533	.401	.000	.000
	N	89	89	90	90

Appendix F (continued)

Table F23 (continued)

		POSTCRCT	CRCTGAIN	HOTSPOST	HOTSGAIN
MOMJOB	Pearson Correlation	.233	-.135	.005	.272
	Sig. (2-tailed)	.028	.207	.965	.009
	N	89	89	90	90
DADJOB	Pearson Correlation	.393	.074	.063	.162
	Sig. (2-tailed)	.000	.493	.556	.127
	N	89	89	90	90
CAREER	Pearson Correlation	.168	-.032	-.184	-.097
	Sig. (2-tailed)	.116	.765	.082	.363
	N	89	89	90	90
GENDER	Pearson Correlation	-.126	.128	.011	-.039
	Sig. (2-tailed)	.238	.232	.915	.713
	N	89	89	90	90
MEALSTAT	Pearson Correlation	-.285	.027	-.181	-.262
	Sig. (2-tailed)	.007	.800	.088	.013
	N	89	89	90	90

Appendix F (continued)

Table F24

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.793	27.092	27.092	3.793	27.092	27.092	3.004	21.454	21.454
2	3.161	22.576	49.668	3.161	22.576	49.668	2.838	20.274	41.728
3	1.635	11.676	61.345	1.635	11.676	61.345	1.795	12.824	54.552
4	1.167	8.334	69.678	1.167	8.334	69.678	1.717	12.265	66.818
5	1.116	7.971	77.650	1.116	7.971	77.650	1.516	10.832	77.650
6	.952	6.800	84.450						
7	.712	5.084	89.534						
8	.500	3.570	93.103						
9	.401	2.865	95.969						
10	.330	2.355	98.323						
11	.126	.902	99.226						
12	.108	.774	100.000						
13	6.252E-17	4.465E-16	100.000						
14	-2.267E-16	-1.619E-15	100.000						

Extraction Method: Principal Component Analysis.

Appendix F (continued)

Table F25

Rotated Component Matrix

	Component				
	1	2	3	4	5
HOTSPOST	982	-7.747E-04	7.149E-02	5.531E-03	4.747E-02
TCHEXP	-.929	-1.727E-03	-2.093E-02	.211	-1.425E-02
HOTSGAIN	.809	-4.039E-02	.378	.225	-9.738E-03
HOTSPRET	.651	6.502E-02	-.479	-.360	.112
TEXPRATE	.111	.879	.246	.189	4.916E-02
READGD	.122	-.848	-6.054E-02	-.141	-8.170E-03
POSTCRCT	5.689E-02	.762	.261	9.355E-02	.495
PRECRCT	-6.886E-03	.758	.268	.188	-.473
MEALSTAT	-.161	-.226	-.699	.108	8.993E-02
DADJOB	4.739E-02	.250	.691	-8.757E-03	.133
CAREER	-.184	.196	-.166	.725	.104
GENDER	-4.286E-02	-.124	3.475E-02	-.677	.116
MOMJOB	-2.902E-02	.132	.468	.625	-.111
CRCTGAIN	6.583E-02	3.943E-02	4.809E-03	-8.957E-02	.983

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 6 iterations.

APPENDIX G

Reliability Analysis

RELIABILITY ANALYSIS - SCALE (INSTRSUP)

Reliability Coefficients

N of Cases = 39.0 N of Items = 10

Alpha = .9053

RELIABILITY ANALYSIS - SCALE (STAFFDEV)

Reliability Coefficients

N of Cases = 39.0 N of Items = 4

Alpha = .9310

RELIABILITY ANALYSIS - SCALE (ACHLPLAN)

Reliability Coefficients

N of Cases = 39.0 N of Items = 6

Alpha = .8507

RELIABILITY ANALYSIS - SCALE (TECHEXPEC)

Reliability Coefficients

N of Cases = 39.0 N of Items = 5

Alpha = .8455

Appendix G (continued)

RELIABILITY ANALYSIS - SCALE (TEACHOTS)

Reliability Coefficients

N of Cases = 39.0 N of Items = 6

Alpha = .8818

RELIABILITY ANALYSIS - SCALE (STUMOTIV)

Reliability Coefficients

N of Cases = 39.0 N of Items = 4

Alpha = .8947

RELIABILITY ANALYSIS - SCALE (PARINV)

Reliability Coefficients

N of Cases = 39.0 N of Items = 9

Alpha = .8565

RELIABILITY ANALYSIS - SCALE (COLGPREP)

Reliability Coefficients

N of Cases = 39.0 N of Items = 4

Alpha = .9187

RELIABILITY ANALYSIS - SCALE (TEXPRATE)

Reliability Coefficients

N of Cases = 89.0 N of Items = 11

Alpha = .9760

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ABSTRACT

INTERNATIONAL AFFAIRS AND DEVELOPMENT

JORDAN, SABRINA LAMPLEY B.A. ECKERD COLLEGE, 1998

M.S. TROY STATE UNIVERSITY, 2001

AN ANALYSIS OF FERTILITY RATES AND MARRIAGE PATTERNS OF SELECTED SOMALI REFUGEES RESETTLED IN METROPOLITAN ATLANTA

Advisor: Abi Awomolo, Ph.D.

Dissertation dated July 2008

The purpose of this study was to examine the demographic behaviors and demographic changes among Somali refugees resettled in metropolitan Atlanta. Specifically, the study investigated the fertility rates and marriage patterns of selected Somali refugees prior to resettlement in the United States, and fertility rates and marriage patterns after migration and resettlement. Also, the study examined the impact that war and trauma had on the participants' fertility and marriage behaviors. The study is significant because it describes demographics from a feminist perspective, in which the participants had the opportunity to discuss their decisions about fertility and marriage in their own words.

The primary methodology used in this study was based on a new paradigm in demographic studies known as critical demography (Horton, 1999) in which qualitative measures take precedent over traditional demographic methods, which are driven by quantitative measures. Twenty-one face-to-face interviews were administered to obtain the oral histories of the women's decisions about fertility and marriage.

Findings from the research suggested that the fertility rates of participants averaged around 4 children per woman and marriage patterns of participants were that all women were married at least once and that the institution of marriage is highly regarded in Somali culture.

AN ANALYSIS OF FERTILITY RATES AND MARRIAGE PATTERNS OF SELECTED SOMALI REFUGEES RESETTLED IN METROPOLITAN ATLANTA

A DISSERTATION

SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY

IN FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF DOCTOR OF PHILOSOPHY

BY

SABRINA LAMPLEY JORDAN

DEPARTMENT OF INTERNATIONAL AFFAIRS AND DEVELOPMENT

ATLANTA, GEORGIA

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